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ABSTRACT

The guide offers a compilation of teacher-developed career education materials which may be integrated with secondary level curriculum in social studies. Suggested activities and ideas are presented for the following subject areas and related units in social studies: history and government (26 pages), contemporary issues (49 pages), consumer economics (65 pages), sociology and psychology (23 pages), and career planning and decision making (39 pages). Objectives, teaching procedures, and resources and materials are presented for each unit. Sample instructional materials are included in the career planning unit. A 13-page list of suggested local field trip sites and guest speakers is included. (EC)

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CAREER EDUCATION

Learning with a Purpose

SECONDARY GUIDE - VOL. 6

Social Studies

- History and Government
- Contemporary Issues
- Consumer Economics
- Sociology and Psychology
- Career Information
- Field Trip Sites and Guest Speakers

CE006080

CAREER EDUCATION PROJECT
STATE FAIR COMMUNITY COLLEGE
1900 Clarendon Road
Sedalia, Mo. 65301

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Teachers and administrators from Benton, Pettis, and Saline Counties in central Missouri developed the materials in this guide and the other volumes in the secondary level series. A thank you is extended to all those who contributed and to Marilyn Atkinson who prepared the contributions for publication.

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FOREWORD

Career education at the secondary level strives to develop the relationship between academic studies and life outside of school, to help each student to personally identify a desired life role, and to make possible the preparation necessary for fulfilling that life role.

There is no set "career education program" to be adopted by all school systems. Rather career education is a concept to be adapted to the needs of each community, each school system.

Nowhere in this guide or in any of the others in this secondary level series is there a definition of career education. So many definitions have been developed that any individual can search for--and find--the one that suits his/her purposes. The activities, ideas, and suggestions herein do reflect the concept as it has been understood and implemented by the contributors.

Our goal in preparing and compiling these materials is to provide an idea bank. You as an educator can select those suggestions that could be easily integrated into your curriculum and enhance its value for your students.

Different contributors have approached this goal with various methods. Briefly stated activity suggestions comprise the bulk of the material. However, in some instances, complete unit or course outlines are included.

Please browse through the materials to find ideas that might be integrated with your on-going curriculum. The volumes in the series and the areas covered in each are as follows:

- Volume I--Art
  - English
  - Industrial Art
  - Physical Education
  - Science
- Volume II--Business
  - Metrics
  - Special Education
- Volume III--Foreign Language
  - French
  - German
  - Spanish
- Volume IV--Home Economics
- Volume V--Mathematics
- Volume VI--Social Studies

Don't limit yourself to only one guide--you may find an idea from another discipline that you can use with only slight adjustments. We hope you enjoy the guide and would be happy to hear any comments you have on it.

Phyllis B. Stuerke
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Sedalia, MO 65301

Subject Area(s) Missouri History

Unit(s) Early French Culture

Objective(s):
Develop an understanding and appreciation of the way of life of the earliest settlers in Missouri.

Procedure:

Students should imagine they are living in the French colonial period of Missouri history. They will choose one of these activities:
a. Write a letter to someone back home in France
b. Write a diary to cover at least a week in time
c. Write a short story
d. Write a play

Through whatever choice they make, they should describe their way of life--homes, transportation, occupation, relation with Indians, education, recreation, food, dress, etc.

Resources and Materials:

The Heritage of Missouri - Meyer

Evaluation:
Students enjoy using their imaginations to develop means of expressing facts. They do end up with knowledge of the earliest white man's culture in our state.

Comments on use:

Sarah Fricke

Subject Area(s) Missouri History

Unit(s) Travel in Missouri

Objective(s):

To make the students aware of the various places in Missouri where people can spend a weekend vacation. Also the student will learn how to plan and budget for a trip.

Procedure:

Each student will plan a weekend trip in Missouri from Friday evening to Sunday afternoon. The trip must be at least 100 miles from Warsaw.

Each student will make a budget projecting all the expenses which he plans to incur.

Examples:
- a. lodging
- b. food
- c. gasoline
- d. entertainment

Each student will submit an itinerary of his trip.

Have a class discussion about the people whose livelihood depends upon other peoples' travel.

Examples:
Owners of filling stations, motels, restaurants, etc.

Resources and Materials:

Travel brochures

Parents

Resource people whose livelihood depends on other people's travel could also be used.

Evaluation:

Student work can be given points based on thoroughness of plans, etc.

Comments on use:

Alan Meyer

Subject Area(s) Missouri History

Unit(s) Recreation in Missouri

Objective(s):

The students will become familiar with the types of recreation available in Missouri, where recreation facilities are located throughout the state and the cost involved in beginning participation in each type of activity.

Procedure:

Have the students make a chart of the amount of free time they have during the week.

Have each student make a list of his or her favorite types of recreational activities in which he or she now participates. Next, have the students compile a list of recreational activities in which they would like to participate if given the opportunity.

Divide the students into groups. Each group will select and research a recreational activity and make a presentation of their findings to the rest of the class. The presentation should include all of the following:

a. The rules of the activity; how one participates in it.
b. Physical and other benefits of the activity.
c. Can the activity be found in our area?
d. Does a person have to purchase special equipment before he/she can participate? If so, what will it cost to buy or rent the equipment? Where can it be purchased or leased?
e. What age groups can participate?
f. Does the activity involve team or individual participation?
g. What are the careers available in this field? (professionals, teachers, makers of equipment, salesmen, directors, etc.)

Resources and Materials:

Sporting goods catalogs, sports magazines

Students might invite resource people who work in the areas selected to speak to the class.

Evaluation:

Comments on use:

Alan Mever

Subject Area(s) Social Studies

Unit(s) Colonial America

Objective(s):
The student will gain an understanding of the process of news publishing; gain a better understanding of the event and time period he covers; become aware of the fact that different papers can cover the same event and draw a different conclusion.

Procedure:

Colonial Viewpoint

The student will write a newspaper front page covering any year from the establishment of the 13 colonies to the American Revolution.

The headline story should cover a major event of the students choice.

Along with the headline story other smaller articles will be developed to fill in the page. These articles should be appropriate to the time period being covered. (illustrations may be used)

English Viewpoint

A selected group of students will be assigned the above work with the exception that they will write their news from the English view.

Resources and Materials:

Textbook: 1865 to the Present

Examples of modern day newspapers can be used to give examples of the methods to follow.

Evaluation:

Comments on use:

Larry Huffman

Subject Area(s) History of the West

Unit(s) Indian Society (Colonial America)

Objective(s):
To make the student aware of the complex political, social, and economic status of the Cherokee Indians.

To give the student an example of how misconceptions are formed.

Procedure:	Resources and Materials:
Prior to an introduction, the students will be asked to write a few paragraphs on their concepts of the American Indian that the early colonists encountered. (These will be handed in and held by the teacher.)	The Indian in American History Keith L. Pearson
The students will then be assigned a paper in which they will research and write about the Cherokee political, social, and economic system.	Library reference materials
The essays will be discussed in class and compared to the papers that were written earlier.	

Evaluation:
In-class discussion and on the essay.

Comments on use:
Most of the students were surprised at the conflict between their impression and the facts that they found.

Larry Huffman

Subject Area(s) Social Studies

Unit(s) History of the West-Indian Culture

American History-The Westward Movement

Objective(s):

The student will develop a better understanding of the Indian culture of the tribe he covers; be exposed to the art of developing models of Indian housing; gain a general understanding of other Indian groups besides the one he worked on by the reports given in class.

Procedure:

The students will construct models of Indian housing found across the United States. These models can be made from soap, wood, clay, paper or any other useful material.

Each student will bring his completed work to class and give an oral report on the Indian group that his model represents.

Resources and Materials:

American Indians, Yesterday and Today, by Bruce Grant

1865 To The Present by Laidlaw Brothers

Various encyclopedias
The New Book of Knowledge
Encyclopedia International

Indians of the United States, by Clark Wissler

Evaluation:

Comments on use:

Larry Huffman

Subject Area(s) Social Studies

Unit(s) Sectionalism in the U.S.

Objective(s):

The student will gain an understanding of the functions of government; be able to understand the problems that developed on the political scene before the Civil War; develop a better understanding of the jobs of Congressmen, lobbyists, and newsmen involved in national politics; appreciate the importance of cooperation in government as well as in any other aspect of life; be exposed to decision making activities.

Procedure:

Focus on Congress in 1821

The class will be divided in such a way as to have one represenative from each state represented in the Senate. From the class a President of the Senate, President Pro-Tempore, and a secretary to keep a record of the meetings and a record of the votes will be picked.

Any class members not included in the above will then be assigned as lobbyists, or newspaper reporters. The lobbyists will be given certain interest groups to work for. The reporters will be responsible for writing daily news articles concerning the meetings.

Bills will be presented in the senate, debated, amended, and voted on. The bills will be designed to create sectional divisions much like those before the Civil War.

Eight bills will be assigned by the teacher to students representing the North, South, and the West.

The students will prepare for this activity by having studied the needs of their section in the textbook 1865 to the Present.

Resources and Materials:

Study or background in the U. S. Constitution will be necessary to effectively carry on a Senate meeting.

Evaluation:

Comments on use:

Larry Huffman

Subject Area(s) Social Studies

Unit(s) Civil War

Objective(s):
The student will have practical experience in using art to express an important idea; will better understand the period of history being studied; will develop a keener awareness of the methods used by the news media to influence the reader. The student will be able to take a historical time period and develope a story using his own ideas and imagination. The class will have the opportunity to compare their work to that of their fellow students. The student will gain knowledge of the historical period covered.

Procedure:

The student will draw a political cartoon deplicting a certain historical figure or event.

The cartoon should be on a full sheet of paper and contain as few words as possible. This should be used with lessons where controversial issues are being studied such as slavery.

The students will be assigned to write a short story (4-5 pages) on any topic of their choice in the time period of the Civil War. Topics can be suggested by the teacher.

The teacher should point out that the story should be based on historical fact or background.

After the stories are collected selected examples will be read to the class.

Resources and Materials:

Examples of modern day political cartoons and characterizations

Textbook 1865 to the Present

Evaluation:

Comments on use:
This activity has been used at 8th grade level.

Larry Huffman

Subject Area(s) Missouri History

Unit(s) Civil War

Objective(s):

Students will become aware of the historical events of their town during the Civil War.

Procedure:	Resources and Materials:
Take a field trip to the various historical sights in Warsaw regarding the Civil War. (Warsaw has sixteen steps of historical locations throughout the town. Each site has a plaque explaining an event which took place there.)	Town of Warsaw Museum
Have the students re-enact the events that occurred in Warsaw. This can be done in connection with the drama class. The students can collect whatever clothing, hats, muskets, flags or other materials relevant to the Civil War period are needed in their re-enactment.	Drama teacher

Evaluation:

Comments on use:

Alan Meyer

Subject Area(s) American History

Unit(s) Reconstruction of the South
"Corruption under Grant"

Objective(s):

To acquaint the student with some of the forms of corruption that developed in the U. S. after the Civil War.

To show the student how political cartoons can bring out important political, social, and economic problems.

Procedure:

In class the teacher can cover the various methods and examples of corruption after the Civil War.

The students can be given the assignment of creating a political cartoon signifying one of the major scandals that developed under Grant's administration or corruption in the south after the Civil War.

These can then be handed in and then posted for future review for the class.

Resources and Materials:

U. S. History 1865 to the Present

Examples of political cartoons from the papers circulating today.

Evaluation:

The cartoons can be graded.
Tests can be given over the interpretation of these in relation to the period after the civil war.

Comments on use:

Most students enjoyed making these posters and seemed to better understand the issues of the day and seemed to become more aware of the use of political cartoons in today's papers.

Larry Huffman

Subject Area(s) American History

Unit(s) Reconstruction Ear

Objective(s): To define and compare Presidential and Congressional Reconstruction. To describe the social, political, and economic changes in the South following the Civil War. To write an essay on Reconstruction. To make a map based on accuracy, neatness, and originality.

Procedure:

Define Reconstruction and its importance to today.

Discuss President Lincoln's Plan for Reconstruction.

Discuss Congressional Reconstruction and why Congress rejected Lincoln's plan for reconstruction of the southern states.

Describe the social and political results that the Reconstruction period brought to the South.

Discuss two important economic changes in the South since the Civil War.

Write an essay showing how the Civil War and Reconstruction affected each of the following:

- the powers of the states
- the powers of the legislature
- the powers of the President
- the Negro
- the Southern White
- American industry

Draw a map of the Confederate States of America showing how they were divided into 5 military districts.

Define the following terms:

- Black Codes
- Freedman's Bureau
- 13th, 14th, and 15th Amendments
- Carpetbaggers
- Scalawags

Resources and Materials:

Texts:
History of a Free People
A History of the South
The Era of Reconstruction, 1865-1877

Films:
"Civil War: Post War Period"
"The Civil War: Promise of Reconstruction"

Slides: American History 400, Harcourt, Brace and World--Cartridge B

Evaluation:

Comments on use:

Russ Whyte

Subject Area(s) American History

Unit(s) Reform and Reaction
(Populist Party)

Objective(s):

To make the student more aware of the programs advocated by the Republican, Democratic, and Populist parties in the 1892 Presidential election.

To make the student aware of the importance of political compaigning and the impact that a well-conducted campaign can have.

Procedure:

A committee of three people will be chosen for each of the three political parties

a. One person will be in charge of making and distributing campaign buttons.
b. One person will be in charge of making at least three posters supporting their party and candidate.
c. One person will be in charge of a campaign speech of at least 5 minutes supporting their candidate and party.

Each group will present its work to the class including speech, posters, and buttons.

The class can then vote on baliots prepared by another member of the class.

Resources and Materials:

1865 To the Present
Laidlaw, Chapter 8
Paper and paperclips for campaign buttons
Paper for posters and ballots

Evaluation:

The students will be tested on the chapter.

Also each student, after his vote is cast, will be required to explain in a short "essay," why he voted the way he did.

Comments on use:

The students seemed to grasp the political platforms of the three parties. The three people on the committees need to be good, enthusiastic students.

Larry Huffman

Subject Area(s) Social Studies or Journalism
Unit(s) The Industrial Age

Objective(s):

The student should be more aware of careers in newspapers.

Procedure:

The students will, in connection with learning about the effect of newspapers on the industrial age, learn about newspaper production today.

a. Visit the local daily newspaper.

b. Place emphasis on person doing job instead of job by writing short essay on an interview with two employees.

c. The students will trade information on people interviewed in class the next day.

d. The students will be asked to research what formal training would be needed for the jobs they were most interested in.

Resources and Materials:

Daily newspaper and permission to visit
Catalogs for schools within state which offer courses in jobs students are interested in. Be sure to include trade schools, etc.

Evaluation:

Comments on use:

Diane Morarity

Subject Area(s) American History

Unit(s) Progressive Era

Objective(s): To describe the Progressive reforms. To describe ways in which the Progressive movement has had an influence upon American society today. To describe the political social and economic reforms achieved through the Progressive movement.

Procedure:

Define Progressivism.

Show ways in which the Progressive movement was similar to and ways in which it was different from the earlier Populist movement.

Describe two political and two social reforms achieved through the Progressive movement.

Describe two economic reforms achieved through the Progressive movement.

Describe ways in which the Progressive movement has had an influence upon American society today.

Write a biographical sketch of one of the great Progressive reformers.

Compare the 1908 Sears Roebuck catalog with the Sears catalog of today.

Resources and Materials:
Bragdon and McCutchen: A History of a Free People

1908 Sears catalog

Films:
"The Progressive Era: Reform Workers in America"
"The Progressives"

Slides:
American History 400, Harcourt, Brace, and World-Cartridge B

Evaluation:

Comments on use:

Russ Whyte

Subject Area(s) American History

Unit(s) World War I

Objective(s): To understand U. S. involvement in WWI.

Procedure:

Discuss the background causes and the immediate cause for the outbreak of World War I.

Discuss the reasons for the U. S. entry into World War I.

Draw a map showing Europe before and after World War I.

Draw a map of Western Europe showing the war on the western and eastern fronts.

List the major contributions of the U. S. in the victory over the Central Powers.

Evaluate Woodrow Wilson's Fourteen Point peace program.

List the "Big Four" of the Versailles conference and the countries they represented.

Discuss the obstacles Woodrow Wilson encountered in getting his peace program accepted.

Draw a map showing the Europe division of Central and Allied Powers.

Resources and Materials:

Text: Bragdon and McCutchen: A History of a Free People

Books: American Heritage's World War I

Atlas: World War I

Film: "General John H. Pershing"

Slides: American History 400, Harcourt, Brace and World-Cartridge C

Tape: I Can Hear It Now, Edward R. Morrow

Record: Woodrow Wilson's War Message

Evaluation: Use one or more of the following methods to evaluate large group lecture: a. examine notes taken by students and b. using the follow-up discussion technique, evaluate the extent of individual learning. The student must be able to write an essay on the U. S. involvement in WWI. Evaluate maps made by the students on the basis of accuracy, neatness, and originality.

Comments on use:

Russ Whyte

Subject Area(s) Social Studies

Unit(s) Causes of the Depression

Objective(s):

The student will develop a better understanding of the many complex causes of the depression; will begin to realize the reason for such government interest in controlling the economy today.

Procedure:

A radio commentary will be presented to the class by tape recorder in which various economists will give their ideas on what danger signals point to the possibility of a major economic set-back.

Students will be assigned to cover the following seven areas or problems in the economy.

1. Farm income
2. Excessive loans to foreign countries
3. Collection of war debts
4. Existence of high tariffs
5. Increased production vs. less buying power
6. Inflated stock prices
7. Profits rising faster than wages

The teacher will have to guide the student economists in their recording prep. At the end of the recording the class will discuss the problem areas cited by the economists.

Resources and Materials:

Textbook: 1865 to the Present

Dictionary of American History

A tape recorder

Evaluation:

Comments on use:

Larry Huffman

Subject Area(s) Social Studies

Unit(s) The New Deal

Objective(s):
The student coordinators will be given the opportunity to "sell" a program that they are working on. The class will be able to critically evaluate the programs from the view of the economic situation of the day. The class will develop a better understanding of Roosevelt's New Deal programs.

Procedure:

Students from the class will be chosen to be coordinators of Roosevelt's various New Deal programs. (AAA, NRA, PWA, TVA, etc.)

The teacher should give the coordinators a good idea of the material to be covered. These coordinators will then present to the class reports that are designed to inform the listeners of the functions of each agency.

The class will then act as reporters and ask questions of each coordinator about his program.

Resources and Materials:

Textbook: 1865 to the Present

Dictionary of American History

Various encyclopedias

Evaluation:

Comments on use:

Larry Huffman

Subject Area(s) American History

Unit(s) Franklin Roosevelt's New Deal

Objective(s): To understand the New Deal.

Procedure:

Discuss the origin and purpose of Roosevelt's New Deal.

Discuss the steps taken by the New Deal in the areas of:
- Banking
- Securities
- Currency

Discuss the problems facing American agriculture during the Great Depression.

In an essay summarize the successes and the shortcomings of Roosevelt's New Deal legislation.

Define the purposes and functions of the following New Deal legislation and agencies:
- AAA
- CCC
- WPA
- PWA
- NRA
- SEC
- FDIC
- TVA
- HOLC
- Social Security Act
- Banking Act, 1933
- Revenue Act, 1935

Resources and Materials:

Bragdon and McCutchen: *A History of a Free People*

Slides: American History 400, Harcourt, Brace and World-Cartridge C

Film: "TVA: Work and Accomplishments"

Tape: The Voice of FDR: Excerpts of his speeches during the presidential years (1933-1945)

Evaluation: Use one or more of the following methods to evaluate the large group lecture: a. examine notes and b. using the follow-up discussion technique, evaluate the extent of individual learning. The student must be able to write an essay on the successes and shortcomings of Roosevelt's New Deal legislation.

Comments on use:

Russ Whyte

Subject Area(s) Geography-World

Unit(s) Soviet Union

Objective(s):
The student will be able to make critical decisions concerning the use of natural resources of the S.U. after map work projects.

Procedure:

Students are given a list of important Soviet cities to be located on map.

Students are given physical features and water bodies to locate on a map.

Students will discuss population distribution and agriculture output of S.U.

Students are given natural resources to locate on map.

Follow-up questions

1. Write the importance of each city on separate paper.
2. Are there any navigable rivers in S.U.? Which are?
3. Do any of the physical features pose a problem to transportation? Explain.
4. What types of industry should the S.U. pursue?
5. What are the primary minerals in S.U.?
6. List some of the minerals that are in bad locations and in good locations.
7. Circle industrial areas. Explain why you chose these areas.

Resources and Materials:

Atlas, Wide World of Geography
Maps for each student

Evaluation:

Comments on use:

Subject Area(s) __________

Unit(s) Soviet Union (con't.)

Objective(s):

Procedure:

Critical Decision on Part of Student

Choose one of the following and write a report:

You are the head of the Ministry of Manufacturing and Construction in S.U. It is your duty to increase industrial production. Present to your government a project that will increase industrial output.

You are the head of the Ministry of Railroad Communication in the S.U. It is your duty to make the transportation of agriculture and industry products more efficient. How do you propose to do this?

You are the Minister of Foreign Affairs in the S.U. It is your duty to present to the government favorable trade agreements with other countries.
Problem: The S.U. has a terrible agriculture output; therefore, you need to trade with a foreign country with low industry and high agriculture output. What do you propose?

Resources and Materials:

Evaluation:
Maps are given points for completion. Critical decision reports graded on support and reasoning of proposals.

Comments on use:

Suzi Bybee

Subject Area(s) Social Studies

Unit(s) Modern European Nations

Objective(s):

The student will gain valuable experience in the area of written communication. The student will gain better understanding of the country he is working with. The student will be exposed to public speaking through the reports he will give in class.

Procedure:

The student will be presenced forms to pick pen-pals from various European countries.

Letters will be written and received during the course of the year.

Each student will give periodic reports on the information received.

Resources and Materials:

Teacher providing pen-pals names

Teacher guidance in letter writing

Textbook: World History and Cultures

Library books on modern European countries

Maps

Teacher providing general areas of information to be gained.

Evaluation:

Comments on use:

Larry Huffman

Subject Area(s) Social Studies

Unit(s) Modern European History

Objective(s):
The student will gain practical experience in requesting information from various sources. The student will gain a better understanding of the country he works with and also be exposed to the information others have received. The student will be able to experience the problems related to gathering materials and then organizing them into a well written paper.

Procedure:
At the beginning of the semester the following activity can be started:

Students will be assigned a European nation which they must get information on. This information can be both historical and current. It can cover economic, political, social, religious, or environmental problems.

The student can use newspapers and other written sources to gain information. Also the United Nations, travel agencies, and various government agencies can be contacted for information.

The student will be required to arrange all the information gathered into a notebook or packet so that other students may inspect it.

After all work is completed the student will organize and write a paper on what he has learned about the country he has researched.

Resources and Materials:
The teacher will assign each student a country and give a list of suggested sources for information from the school and local libraries.

The textbook World History and Cultures can be used on a limited scale.

Evaluation:

Comments on use:

27

Larry Huffman

Subject Area(s) Geography

Unit(s) European Culture Unit

Objective(s):
The student will investigate aspects of other cultures.
The student will develop knowledge of interest areas related to the European Culture Region.

Procedure:

Teacher introduces European Culture Region.

Teacher divides class into groups, appointing chairmen.

Two or more European countries are assigned per group.

Teacher explains that the students are to become experts about their assigned countries. The subject matter of each country should be left to the students in the groups. Explain that the materials must be presented in an organized manner so that it can be understood.

Students should be given class time to work in groups.

After the panels are finished, each student is to write a critique on their group. Each student is to grade one another besides teacher grade.

Resources and Materials:

Encyclopedia

Reference books

National Geographics

Maps

Evaluation:
A group grade and individual grade will be given by the teacher. Groups will be graded on content and organization, individual group participation and content.

Comments on use:

Suzi Bybee

Subject Area(s) World Geography

Unit(s) Study of U.S.A. geography

Objective(s):

Become more aware of the importance of geographical features, natural as well as man-made, in our everyday lives.

Procedure:	Resources and Materials:
Each class member chooses a U.S. city or recreational area in which they would like to vacation.	Maps Atlases
Write a letter to the Chamber of Commerce or responsible group for information concerning the city or area such as sight-seeing possibilities, prices of meals and accommodations, climate, etc. Use this material along with their knowledge from geography to plan and take an imaginary trip.	Encyclopedias Geography textbooks Material from vacation sites
The plans should include such things as time of trip, who is going along, budget, clothing and other necessities, mode of travel, routes, etc. The trip itself should be told about by some method such as letters, diary, or such. They should include geographic facts of the routes they travel as well as the vacation site.	
This can be put together in notebook form with illustrations, maps, etc. included.	

Evaluation:

Students found they needed to know about climate, terrain, etc. in planning a proper trip. They also had a letter-writing experience along with the other activities.

Comments on use:

This could be used for areas of the world as well.
Students enjoy telling a story with great imagination.

Sarah Fricke

Subject Area(s) Government

Unit(s) Types of Government Systems

Objective(s):

Learn more about systems of government by either experiencing what happens to relationships, attitudes and emotions under these structures or by observing others under them.

Procedure:

Select fifteen people to be members of three groups--five to each group.
Group 1--democracy. All decisions made by this group will be by voting with each member having one vote and the majority will rule.
Group 2--dictatorship. Teacher selects a dictator, and all decisions will be made by the dictator--his or her word is law.
Group 3--anarchy. All decisions in this group will be made by arm wrestling.
The remainder of the class will be observers and judges for a contest.

Each group will be given the following material and assigned the task of making a product that will please the judges the most. A prize should be given--a bag of individual candies. The democracy and dictatorship may enter one product and the anarchy as many as five. The groups should have as long as 30 minutes to complete the task and while they are doing this, the observers will circulate over the room taking notes on the behavior in the three groups.

After the allotted time, the judges will pick the winner and award the prize. The observers should note how the candy is distributed among the group. For instance, do they fight over it in the anarchy or equally divide it in the democracy?

Resources and Materials:

Research Experiences in Sociology
Thomas, Norton, Harcourt, Brace, Jovanovich

Evaluation:

Comments on use:

Subject Area(s)

Unit(s) Types of Government Systems (con't.)

Objective(s):

Procedure:

Supplies necessary:

10 sheets plain white paper
1 pair scissors
1 ruler
1 stapler
1 box crayons
1 pen
1 pencil
1 roll cellophane tape
1 magazine (must be the same title, but not necessarily the same issue

Analysis:

1. Students who participated in the three groups should describe their reactions toward the structure under which they worked telling how efficient they felt it was in completing the assigned task.
2. Observers should share with class what they noticed as they observed the groups at work.
3. Then the class might consider these questions.
a. Which group organized itself first?
b. Which worked together most smoothly.
c. What kind of leadership developed, if any?
d. Any conflicts?
e. Generalizations

Resources and Materials:

Evaluation:

Students are able to experience the emotions that affect citizens in similar circumstances.

Comments on use:

This activity can be used in many social studies classes. In smaller classes, the size of the groups could be decreased, but they must be equal. Other materials could be substituted, but the supplies must be the same in each group.

Sarah Fricke

Subject Area(s) Contemporary Issues

Unit(s) Government

Objective(s):

To be able to define and to explain the duties of legislator.
To be able to explain the role of private citizens in law making.

Procedure:	Resources and Materials:
Show films about Congress which illustrate the duties of representatives and senators. a. How a bill becomes law (the various stages a bill goes through). b. How senate and house committees are formed. c. Explanation of certain terms such as compromise, logrolling, quorum, fillibuster, cloture. d. A citizen's role in his or her government.	Films: "Our Federal Government" "The House of Representatives" "The Senate" "You and Self Government" "The Constitution" Filmstrip House 432 Park Avenue S. New York, NY 10010
Give examples of laws which have been passed and assign one to each student to study how the law is written.	Missouri and U. S. Statute Books
Invite as guest speakers or work with the English instructors to have them explain the importance of the wording of a bill.	English instructors
Invite a lawyer as a guest speaker to explain how poor wording of a bill can create loopholes or give the bill a much different meaning than was originally intended.	Local lawyer or judge
If possible, invite your state representative or senator or your federal representative or senator to explain how he writes or studies a piece of legislation. a. How much English did he have in school? b. How much history did he have in school? c. What is his background other than politics?	State or federal congressman

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Government (p. 2)

Objective(s):

Procedure:	Resources and Materials:
d. What causes him to propose a bill? e. What procedure does he follow in writing and introducing a bill? Have him explain terms such as compromise and logrolling and why he might enter into such practices. f. Explain the role played by the political parties in the passage of a bill. g. Comment upon the role of the President and his advisors. h. Name the committees of which he is a member and describe how they operate i. How do bills get to a certain committee? j. Explain the rules of procedure followed by the House and Senate.	
Have each student write a bill over a current topic of interest which the class has selected. (Current issues, for instance, as abortion, death penalty, etc.)	Text, films, statute books (from page one)
Role-play a legislative body and assign bills to various committees a. Discuss the bill b. Amend the bill if so desired c. Call witnesses to testify about the bill d. Vote on the bill	Text, films, statute books (from page one)

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Government (p. 3)

Objective(s):

Procedure:

Role-play the full House or Senate and introduce the bill as referred from the various committees.

a. Discuss the bill
b. Follow rules of procedure
c. Amendments
d. Vote

Resources and Materials:

Robert's Rules of Order

Evaluation:

The students will be able to define the duties of a legislator and the various stages that a bill passes through before it becomes a law. The students will also be able to explain the role private citizens can play in the passage or defeat of a bill.

Comments on use:

I was unable to get a legislator to come speak to the class, but I believe this would be easier in non-election years when the congressmen would have more time to serve as guest speakers. Role-playing is very effective--letting the students act as junior or senior senators from various states and always addressing each other as such. They really seemed to enjoy this. Worked real well for Contemporary Issues class of juniors and seniors.

Alan Meyer

Subject Area(s) Social Studies

Unit(s) Civics Local Government

Objective(s):

The student will gain a better understanding of the functions of county government. The student will be able to ask questions of officials that they might otherwise not see. This activity may make the local government section of the Missouri Constitution easier to understand.

Procedure:

The students can take a field trip to the county seat to better learn about the jobs of the various county officers.

After the trip, the students will give a written summary of what they observed and learned.

Resources and Materials:

The teacher will have to make arrangements with the county officers to be visited.

Transportation will have to be arranged.

The teacher will have to orientate the students on what kind of information to seek.

Evaluation:

Comments on use:

Larry Huffman

Subject Area(s) Issues/American Problems

Unit(s) The U. S. Court System

Objective(s): To sketch a pyramid of the U. S. court system from the lowest to the highest court. To discuss on paper the life of one of the great justices of the U. S. Supreme Court. To describe to the class one of the great "land mark" decisions. To list the 9 members of the Supreme Court and the President that appointed them. To describe the function of the various participants of a court trial. To write a paper on "Due process of law" and "How law works for the citizen."

Procedure:
Explain the purpose and function of the various courts in the U. S. Court System.

Build a pyramid of the U. S. court system from the lowest court to the highest court the Supreme Court.

Write a paper on one of the great *chief justices* of the U. S. Supreme Court.

Write a summary and analysis of one of the following "land mark" Supreme Court decisions. Include the significance of the decision:

1. Marbury v. Madison
2. McCulloch v. Maryland
3. Gibbons v. Ogden
4. Dartmouth College Case
5. Dred Scott Case
6. Plessy v. Ferguson
7. Sacco and Vanzetti Case
8. Brown v. Board of Education of Topeka
9. Escobedo Case
10. Miranda Case
11. Gideon v. Wainwright

Name the current members of the U. S. Supreme Court and the President that appointed each.

Conduct a "mock trial" in which the students do research and act out a trial.

Resources and Materials:
The Supreme Court in a Free Society

The Supreme Court: Law and Discretion

Newsweek Education Program
Current Affairs Case Study
Due Process of Law

"Hugo Black and the Bill of Rights"

Evaluation:

Comments on use:

Subject Area(s) Issues/American Problems

Unit(s) The U. S. Court System, p.2

Objective(s):

Procedure:

Act out a Supreme Court hearing with members of the class assuming the role of a Supreme Court Justice.

Have between one and three lawyers of the community into class to discuss "Due process of law" and "How the law works for the citizen."

Resources and Materials:

Phi Delta Kappan: The Suprising Nixon Court

Evaluation:

Comments on use:

Russ Whyte

Subject Area(s) Social Studies

Unit(s) Constitution U. S.

Objective(s):
The student should be more aware of careers in the legal profession.

Procedure:	Resources and Materials:
While studying the judicial area, visit a courtroom while a trial is in session to see what the various people employed do.	A court room and trial
Ask the students the next class to discuss what they saw and what jobs would be the most appealing to them.	
Ask students to select one of these people to invite to class to speak (must do within a day or two) or else arrange ahead of time.	A guest willing to come and speak

Evaluation:

Comments on use:
This works very well. Students are interested in personal involvement. We went during the Miller trial and students seemed a little more interested in "him" and his problems than in what the judge, lawyers, etc. were doing.

Diane Morarity

Subject Area(s) Issues/American Problems

Unit(s) U. S. Government

Objective(s): To understand and appreciate our governmental structure at all levels.

Procedure:

Explain the purpose and function of government at the local, state, and national levels.

Attend a city council meeting and write a summary and analysis.

Write a comparative government paper. Compare the functions and operations of the U. S. government with a government of another major country.

Write a paper on the differences between conservatism and liberalism.

Write an essay on one of the great U. S. political philosophers.

Write a letter to your state senator or representative.

Write a letter to your U. S. senator or representative.

Participate in County Government Day. This is a field trip to the County Court House and is sponsored by the local chapter of the American Legion.

Know the purpose and function of the following branches of government:

Executive
Judicial
Legislative

Resources and Materials:

Text: Ludlum, American Government, 2nd Ed. 1967

Books:

Sen. Barry Goldwater: The Conscience of a Conservative

Zimmerman: State and Local Government

Young: The Essentials of American Government

Transparencies: "Government: Local, State and National"

Slides: Washington D.C.: The Nation's Capitol

Evaluation:

Comments on use:

Subject Area(s) Issues/American Problems

Unit(s) U. S. Government, p. 2

Objective(s):

Procedure:

Know the function of the following individuals:

- Vice-president of the U. S.
- President of the Senate pro tempore
- Speaker of the House
- Senate and House majority and minority leaders

Resources and Materials:

Evaluation:

Comments on use:

Russ Whyte

Subject Area(s) American Geography or World History

Unit(s)

Objective(s):
Interesting activity to use when only a few of the class are present or on days before vacations.

Procedure:

Play the game Categories.
Use categories that apply to the subject matter, such as heads of state, present or in past history, rivers of the world, women in history, Blacks in history, etc. There are many choices possible. Using any three or four letter word each student lists, e.g. a head of state whose name starts with each letter in the chosen word, and they will do this for each category. When checking each student who names a head of state that no one else lists will get 10 points or 5 points if others have the same name. If a three letter word is used with 3 categories, the possible score would be 90 points. The person with the most points wins the game.

Resources and Materials:

Example:

Head of Government Past or Present

L	I	E
Louis XVI	Ivan I	Eisenhower
Large Cities of World		
London	Istanbul	Edinburgh
Rivers of the World		
Loire	Indus	Euphrates

Evaluation:
This can be a worthwhile activity when regular classwork would be difficult to be used.

Comments on use:
I generally add categories that are simple and not necessarily connected with the subject, e.g. models of cars, fruits, etc. In order to get a higher score, students should try to think of names that probably no one else will have.

Sarah Fricke

Subject Area(s) Social Studies

Unit(s) Chapter or Unit Reviews

Objective(s):

The student can experience a useful and interesting review of the main factual points in the unit.

Procedure:	Resources and Materials:
The students can be given a history crossword puzzle as a supplement for a chapter or unit review. This puzzle can be taken home and then be checked the next day in class.	The textbook used in the class is the best factual resource. The teacher will have to develop a crossword puzzle for the unit.

Evaluation:

Comments on use:

Larry Huffman

Subject Area(s) Contemporary Issues

Unit(s) Civic Responsibility
or American History

Objective(s):

To give the students a chance to see a polling place and to be aware of what procedure is followed when voting.

Procedure:

When a local, school, or federal election takes place, the students can tour the polling place and get first hand knowledge of how a polling place operates and what to expect.

Resources and Materials:

Local polling place
Cooperation of persons running the election to explain the procedure.

Evaluation:

Students write a short summary of what happens when they go to vote.

Comments on use:

I feel the students were probably introduced to a very important area that otherwise many may have avoided out of "fear" or lack of knowledge.

Larry Huffman

Subject Area(s) American History or Contemporary Issues.

Unit(s) Community Involvement
Civic Responsibility

Objective(s):
To make the student think about and get involved in community affairs.

Procedure:

Each student is to create and put on paper a suggested community betterment project that could be carried out by students in class. This can vary from clean-up, paint-up to other projects that the group could carry out.

Resources and Materials:

Relate to the group other activities that have been carried out.

Evaluation:
The students can be evaluated on participation and on paper on suggested activities.

Comments on use:

Larry Huffman

Subject Area(s) Contemporary Issues

Unit(s) Education for Change

Objective(s): To acquaint the students with public education as it exists today including: recent changes, sources of revenue, cost of public schools today, individual opportunities.

Procedure:	Resources and Materials:
List all courses offered in your high school. Identify those that are academically oriented and those that are vocationally oriented.	Local school records
List all of the high school courses that you would enjoy taking if you had the opportunity.	
Make a survey of vocational education in your community. Identify what courses are offered in your own school, courses offered in other schools in your community.	
Make a survey among teachers and students in your school to obtain their answers to the following question: If you were to revise the curriculum in our school, what changes, if any, would you make? Present your findings to the class in chart or poster form.	
Plan a debate between members of the class on the topic: "Resolved: that the school year should be lengthened."	
Invite a school official to speak to the class on the long-range plans that are being made to provide for changes in pupil enrollment in schools of your community.	Guest speaker
Compare high school graduation requirements by the State Department of Education of 1974 with the new	Local school officials Student handbook Classification Handbook, State Department of Education

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Education for Change, p. 2

Objective(s):

Procedure:	Resources and Materials:
requirements of the 1974-75 term. Identify the significant changes. Find out if the local school board made additional requirements for your school.	
Make a bulletin board display showing special kinds of classes available in recent years such as: 1. learning disabilities 2. special education (various types) 3. remedial programs in subject areas 4. speech therapy	Local school sources
Draw a chart of the personnel in your local school system. Show the administrative staff, certified staff and non-certified staff and the responsibilities of each.	
Find out what kind of educational training and teaching experience a person must have to be hired as a teacher in your local school system.	
Prepare an essay or an oral report on the subject: "If I Ran the School."	
Discuss in class the reasons why the quality of education in any part of our country is important to all Americans.	
On a chart, show how money was spent in your school	Local superintendent of schools or annual published statement of expenditures

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Education for Change, p. 3

Objective(s):

Procedure:	Resources and Materials:
system for the preceding year.	
Determine the cost per pupil per year in your school system.	
Ask the superintendent of schools or some other school official to speak to the class on the following areas: 1. basis for revenue 2. current school levy 3. expenditures for the current year 4. anticipated rising costs in education 5. trends in operational costs of local school 6. state aid to local education	Guest speaker
Prepare a map of colleges and universities within one hundred miles of your high school. Use symbols to indicate the type, such as junior or community college, private liberal arts colleges, public universities, etc. Using this map, report to your class on "Opportunities for a College Education In and Near Our Community."	Official Manual of Missouri A.C.T. Handbook on Colleges and Universities
Sponsor or attend a college night.	
Ask a nearby college counselor to speak to students informally answering their questions about higher education.	Guest speaker
Consult a college catalog. Determine the cost of	College or university catalogs

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Education for Change, p. 4

Objective(s):

Procedure:

attending for one year and for four years. Report to the class what a college education costs.

Compare the cost of a state supported college or university with a private institution. Report the difference to the class.

Some colleges and universities invite seniors to spend an extended weekend on campus. Find out if this is done at an institution of your choice.

Study a college catalog of your choice. Plan a program from it. Make a written report as to what a particular program would require.

Invite a recent high school graduate who is now attending college to speak to the class on his impressions of higher education, etc.

In studying college catalogs, find out what types of programs are available that do not require four years of study.

Resources and Materials:

Films:

"Portrait of a University," 16mm, sound, 20 min. A colorful look behind the halls of ivy where exciting things in ed., research, and service are happening. Book 6 weeks in advance. West Virginia University, Attention Mr. Thomas Jamrose, Office of University Relations, Morgantown, WV 26506

"The New Colleges," (S-224) 16mm, sound, color, 28 min. Illustrates the education explosion taking place in America today. It's the two year college--called a junior college, a community college, a commuter college, a school of right now. Pay return postage, book 10 weeks in advance. Association-Sterling Films, 8615 Directors Row, Dallas, TX 75247

Evaluation:

Comments on use: All of the above would not be completed by one class. These are suggestions for students to choose from and should be evaluated on an individual basis.

Jack Chambers

Subject Area(s) Contemporary Issues

Unit(s) Problems/Sources of Information

Objective(s): To arouse interest in major problems of modern living. To learn to seek reliable information and interpret the meaning of factual information.

Procedure:

Determine what types of problems would fall into the category of:
- a. social
- b. economic
- c. political

List several examples of each of the three major problem groups.

Discuss the difference between a problem that requires a decision and one that requires an explanation.

Prepare a particular problem for class presentation. Ask half of the class to solve the problem through trial-and-error method and the other half to use a scientific method of problem solving. Determine which is more effective. Prepare a written report or one for class presentation on methods of investigating current problems. Include some of the following areas:
- a. methods of investigation
- b. skills
- c. learning to think clearly
- d. attitudes affecting expression of thought and judgment
- e. recognizing propaganda
- f. government influence on public opinion
- g. evaluation of investigation

Resources and Materials:

Books:

Problems of Democracy Goals for Americans

The Press

America Tomorrow: Creating the Great Society

Films:

(All Coronet Films)

"Who Are the People of America?"

"How to Judge Authorities"

"How to Judge Facts"

"How to Think"

"Room for Discussion"

"Getting the Facts"

Filmstrip:

"Democracy: What You Should Know About It"

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Problems/Sources of Information, p. 2

Objective(s):

Procedure:	Resources and Materials:
Tape record the report of a news commentator who is slanting the news. Analyze the propaganda devices used. Be able to explain his attempted influence on his listeners to agree with his views and prejudices.	
Make two lists. 1. List commentators or writers who are accurate in their presentations and 2. List commentators who attempt to use propaganda to influence their readers or listeners.	
Prepare a report to the class on the topic: "Five Characteristics of Scholarly Research." Use a transparency or chart to help the class visualize the major points in your talk.	Books, references listed on previous pages.
Organize a panel discussion among several members of the class on the topic, "The Role of the Expert in Problem Solving." Be prepared to show the advantages and limitations of expert opinions on controversial issues.	
Make a collection of items for a bulletin board display on "Propaganda Devices." Identify the use and purpose of each propaganda device.	Newspapers, magazines, speeches, advertising, etc.
Interview a foreign exchange student or someone who came from a different country. Find out how his views of the U. S. might be influenced by propaganda.	Personal interview

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Problems/Sources of Information, p. 3

Objective(s):

Procedure:

Show an action film to the class. Ask each student to write his observations of the film as to what he saw. Compare the results.

Tell only one member of the class a major idea of thought. Let that member of the class repeat it to a third member and so on until it has been told individually to all members of the class. Compare the first thought told with what the last member of the class heard.

Each class member present a brief idea to the class using some method of propaganda. After presentation, decide if he was able to influence the class and what method(s) of propaganda were used.

Make a thorough study of newspaper. Using the following divisions or areas, activities may be individual written or oral reports, making a notebook, bulletin board display, etc.

a. types of news stories
b. editorials
c. letters to the editor
d. columnists
e. pictures
f. cartpons
g. special features

One or all may be presented with the students' interpretation as to presenting factual information or the intent of the feature.

Resources and Materials:

Newspapers

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Problems/Sources of Information, p. 4

Objective(s):

Procedure:	Resources and Materials:
Read a news account in two different newspapers. Compare the difference in reporting the account.	Newspapers
Listen to two or more newscasts on radio or television at approximately the same time of day. Compare differences that may occur in news reporting. Compare what might be a more important news feature in one broadcast that was given only minor attention in another.	Radio or TV
Bring to class clippings from a newspaper on letters to the editor. Decide the intent of the writer and what his attitude and/or influence might be on the general public.	Newspapers
Study several "letters to the editor" from newspapers. As a class, decide whether more people are against something when they write or are crusading for something.	
Compare a major national news story with reports from a newspaper and a news magazine. Describe the differences in reporting. Decide which is the most effective and accurate.	Newspaper, news magazine *Time*, *Newsweek*, *U. S. News and World Report*
Gather materials from news media containing fact and opinion. Distinguish between the two.	

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Problems/Sources of Information, p. 5

Objective(s):

Procedure:	Resources and Materials:
Cite examples of propaganda used for a good purpose and a bad purpose.	
Invite a member of the news media to discuss methods of news gathering, interpreting the news, distinguishing between fact and opinion.	Guest speaker
Interview a public official in your community. Ask how particularly difficult problems are solved and what means were used.	Personal interview
Plan a panel discussion on the topic: "Public opinion surveys help determine policy in our government."	
List specific examples of how propaganda has been used for beneficial purposes in your school or local community.	
Keep a record of the number of columns dealing with foreign news in a prominent newspaper in your locality over a period of one week. Cite what proportion of the news comes from Europe, Africa, the Far East, and Latin America.	
Contrast the extent to which cartoons are used in newspapers. Collect as many as possible. Choose a definite subject and arrange the cartoons about it on two large sheets of paper, having one sheet "for"	Newspapers

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Problems/Sources of Information, p. 6

Objective(s):

Procedure:

and one "against" the subject. Decide which is the most convincing.

Collect at least ten newspaper headlines and the stories that follow from the same newspaper to prove or disprove that headlines provide realiable information.

List the outstanding good qualities of the newspaper that you read most frequently. List the outstanding defects. Then list any constructive suggestions for improvement.

Resources and Materials:

Additional resoürces for unit:

Films: "Public Opinion in Our Democracy" (Coronet)

"Getting the Facts, (Encyclopedia Britannica Film)

Books:

The Image: A Guide to Pseudo-Events in America, Daniel Boorstin, Harper & Row

Fourth Branch of Government, Douglass Cater, Random House

Evaluation:

Comments on use:

Jack Chambers

Subject Area(s) Social Studies

Unit(s) Newspaper studies

Objective(s):

Become better acquainted with the content and use of newspapers.

Procedure:	Resources and Materials:
Students will make a scrapbook on a particular current subject in the news. They will use materials from newspapers that pertain to the subject they have cho[illegible] All resources in the paper should be checked; advertisements, comic strips, cartoons, pictures as well as the articles may have usable information. In order that it isn't merely a cut-and-paste experience, personal comments are to be included. Their originality and ingenuity should be used in composing the scrapbook.	Any city newspaper Magazines such as U. S. News and World Report, Time, etc. Daily TV and radio news

Evaluation:

In seeking information on their subjects the students also become interested in many other articles. They become acquainted with the lay-out of the newspapers and that it contains more than headlines and comic strip pages.

Comments on use:

Be sure the current subject that a student chooses will last for the length of time you set for the project.

Sarah Fricke

Subject Area(s) Issues

Unit(s) The Newspaper

Objective(s):
At the end of this two-week unit of study, the student should be able to differentiate between the major newspapers of the United States.

The student will be able to read the major newspapers of the United States.

Procedure:

Study the major newspapers of the U. S. with a special emphasis on the Kansas City Times (or any major metropolitan newspaper close to your area). Compare the following newspapers

1. New York Times
2. Washington Post
3. Chicago Tribune
4. Kansas City Times
5. St. Louis Post Dispatch

Follow a major news story for a two-week period and keep a diary of the major developments.

Study and compare prices of the advertisements. (grocery, want ads, movies, housing, etc.)

Read the different editorials and compare writing styles of the various newspapers.

Compare the major newspapers of the U. S. with the local newspaper.

Have the editor of the local newspaper discuss the difficulties in printing a daily newspaper and the job opportunities open in the newspaper business.

Resources and Materials:

Newspapers:
New York Times
Washington Post
Kansas City Times
Chicago Tribune
St. Louis Post Dispatch

Guest speakers:
Editor of the local newspaper or
Sports editor
Circulation manager
Salesman
Linotype operator

Evaluation:
The student will be able to:
find the major news stories in the major newspapers.
follow a major news story for a two-week period.
find out various sections of the newspaper.

Comments on use:
This unit of study has proven to be very successful. This is the type of unit that can be shortened or expanded as time dictates.

Russ Whyte

Subject Area(s) Contemporary Issues

Unit(s) United Nations

Objective(s):

The student will learn about the role of the United Nations in the world as well as gaining insight into the career opportunities of the U.N.

Procedure:

Divide the class into four groups and assign each group to represent a country in the U.N. Example: U.S., Greece, Turkey and Britain in regard to Cypress.

Have the students research each country's present policy towards Cypress.

Set up a mock U.N. and debate the recent takeover of part of Cypress by Turkey. Have one member of each group act like an interpreter. Select another student to serve as the Ambassador while the rest of the group serve as staff members by relaying messages and feeling out the delegates for some sort of agreement. They can also draw up resolutions to be presented to the floor of the U.N. stating the policy of their country.

If possible, let the students see if they can get their U.N. resolutions to pass through the General Assembly.

Have the students make a list of the various careers open in the U.N.

Resources and Materials:

Text: Contemporary Issues in America

Mock U.N. rules and procedures

Evaluation:

Comments on use:

This worked real well and the students really wrote some excellent resolutions.

Alan Meyer

Subject Area(s) Contemporary Issues

Unit(s) Refugees

Objective(s):

Students will learn which health and volunteer agencies visit refugees around the world.

Procedure:

List all the areas of the world which have refugees.

List all relief, volunteer and health agencies which are helping these refugees.

How would someone become a member of one of these agencies?
The students can write letters to CARE, U.S. Red Cross and other agencies to find out how to become a member of these organizations.

Resources and Materials:

Time, *Newsweek*
Newspapers
TV
Radio
Text--*Contemporary Issues in America*

Evaluation:

Comments on use:
Worked well for 11th and 12th grade students.

Alan Meyer

Subject Area(s) Contemporary Issues

Unit(s) Foreign Policy

Objective(s):

Students will see how foreign policy is made by role playing an advisor to the President.

Procedure:

With the collapse of U.S. policy in Southeast Asia, it is obvious new policies are needed. Have each student state present U.S. policy and then suggest a list of new proposals they would submit to the President to change U.S. policy.

Make a list on the board of all the proposals submitted by the students. Then discuss each proposal and keep only those which meet the approval of a majority of the students.

Formulate these into a new foreign policy towards Southeast Asia.

Resources and Materials:

Time Magazine

Newspapers
TV
Radio

Evaluation:

Comments on use:

In hindsight many of our proposals agreed upon were taken by President Ford.

Alan Meyer

Subject Area(s) Contemporary Issues

Unit(s) Current Issues - Foreign Policy

Objective(s):

Students will decide if Congress should play an active role in foreign policy.

Procedure:	Resources and Materials:
Each student will select a state from which they will role play being an U.S. Senator. Each student will write an essay assessing American foreign policy under the leadership of Henry Kissinger. If they feel that Kissinger should resign because of his recent failures, they should so state. If this is their course, then they must submit a list of names to the President for a new secretary. If they believe Kissinger should stay in office what changes would they like to see in foreign affairs.	Time Newspaper TV Radio

Evaluation:

Comments on use:

My kids wanted Kissinger to stay in office.

Alan Meyer

Subject Area(s) Contemporary Issues

Unit(s) International law in regard to territorial waters

Objective(s):

Students will make a decision on whether territorial boundaries should be extended or remain as they are today. Students will become aware of duties of people in the state department.

Procedure:

Assign each student a report on territorial waters.

Discuss why some countries have extended their boundaries beyond the 12 mile fishing zone recognized by international law.

Role play a conflict between the U.S. and a country which has extended its fishing boundaries.

Have each student role play being a state department member preparing an argument to present to the Secretary of State stating the problem and offering solutions to correct the problem. Must decide either to expand or what to do if the U.S. maintains its present policy.

Resources and Materials:

Text--*Contemporary Issues in America*

Newspapers

Time Magazine, Educational Program on Resources of the Sea

State Department Bulletins from National Sea Conference

Evaluation:

Comments on use:

Students were able to see through role playing the conflict that state department people are placed in while making decisions.

Alan Meyer

Subject Area(s) Geography

Unit(s) Mobility

Objective(s):

After discussing unemployment, population distribution, natural resources of the U.S., the student will be able to plan a successful move for his family.

Procedure:

Hand out U.S. 1974 population distribution maps. Discuss reasons for population distribution.

Each student will do research on U.S. employment statistics for U.S. Discuss.

Research cost of moving and area property value.

Each student write a paper on reason for move and how much it is going to cost.

Resources and Materials:

Maps
Magazines
Letters to various Chambers of Commerce

Evaluation:

The students will evaluate each other's move by reasoning and practicality. Points are given.

Comments on use:

Very successful and useful.

Suzi Bybee

Subject Area(s) Contemporary Issues

Unit(s) Population (local)

Objective(s):
To enable the student to understand the reasons that population facts are important to a local area.

Procedure:

Make a census form in your classroom.

Have each student complete the census form.

Assign your class to take a census of another class, school, or town, etc., and compile their findings.

Invite a member from the Chamber of Commerce or Community Betterment to come to the class and explain how industry uses pouplation figures in deciding upon locating in a certain area.

Have the superintendent visit the class to explain how the school has to adjust to population changes.

Resources and Materials:

Text: Contemporary Issues in American Democracy

Community speaker from Chamber of Commerce or Community Betterment

Evaluation:

Comments on use:

Alan Meyer

Subject Area(s) Contemporary Issues

Unit(s) World Population

Objective(s):
The student will understand how a country's population affects its economy and technology.

Procedure:

Have the students list the three ways that a country's population can increase.

Assign the students to make a graph showing the world's natural resources.

Give the students graphs showing present use of natural resources and projected rates of world population growth.

Study the various careers and jobs of people who make a living by working with population growth:

- a. census takers
- b. economists
- c. researchers
- d. agriculture department
- e. government

Have the students make a list of the overpopulated countries of the world.

Make a study of these overpopulated countries and compile a list of the problems they face because of overpopulation.

Have the students find out what is being done to help these countries. The following questions should be covered:

a. Does religion or societal traditions hamper in

Resources and Materials:

Text: Contemporary Issues in American Democracy

Newsweek maps:
World population
Natural resources of the world

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) World Population (p. 2)

Objective(s):

Procedure:

controlling overpopulation?

b. Is there enough food in the richer countries to eliminate world hunger?

c. Why don't the poor countries import enough food to feed their people?

Resources and Materials:

Evaluation:

Comments on use:

Alan Meyer

Subject Area(s) Social Studies

Unit(s) Propaganda

Objective(s):

The student should be able to recognize the different methods of propaganda and be aware of their use in everyday life.

Procedure:

The students will listen to the tape recordings of commercials, etc, which can bring out the methods of propaganda.

From the tape the teacher will point out the various methods, key words, etc, used in propaganda techniques.

The students will then collect from various written sources examples of propaganda materials that they encounter in everyday life.

Resources and Materials:

Tape recording of selected examples of propaganda material from TV or radio, provided by the teacher.

The Hidden Persuaders, by Vance Packard

Local newspaper
Various magazines

Evaluation:

Comments on use:

Larry Huffman

Subject Area(s) Social Studies

Unit(s) Propaganda: What is it?

Objective(s):

Students should be able to define propaganda; list characteristics of propaganda, e.g., induces desired behavior, utilizes persuasion, depends on communication, essential target is emotion, may be conscious or unconscious; recognize that propaganda comes in many forms, e.g., any communication form; recognize that propaganda may be used for any purpose--the way it is used is or may be unlimited.

Procedure:

From teacher prepared handout of selected examples of propaganda devices incorporating various and diverse communication forms:

Have students determine how and in what ways each of the readings in the handout are similar and different.
Have students determine which of the readings are examples of propaganda.
Have students work up a definition of propaganda.
Have students set up a chart, based upon the readings, listing criteria which a piece of propaganda must meet.
Have students determine ways, purposes, for which propaganda might be used.
Have students list communication forms in which propaganda might be used.

Resources and Materials:
Teacher prepared handout including:
-all forms of propaganda, e.g., excerpts from novels, TV ads, speeches, etc.
-various ways of use, e.g., social, political, economic, etc.
-variety of emotional targets, e.g., love, hate, ambition, etc.

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Propaganda Devices (I)

Objective(s):

Students should be able to list propaganda devices and define each; recognize the communication forms utilized by the propagandists; demonstrate an understanding by recognition; recognize that special interests result in propagation of viewpoints; understand that specific devices appeal to emotion, psychological and personal needs, and aspirations.

Procedure:

From teacher prepared handout of selected examples of propaganda devices incorporating various and diverse communication forms:

Have students decide which, if any, are examples of propaganda.

Have students determine propagandist objectives.

Have students identify physical and pscyhological needs, emotions, and aspirations the propagandist is appealing to.

Have students categorize the examples as to specific communication forms utilized.

Have students categorize and label the examples as to techniques, way or manner propagandist utilizes to obtain objectives.

Resources and Materials:

Teacher prepared handout:
-listing and defined devices
-examples of use in history and contemporary scene
-incorporation of all forms of communication

The Art of Propaganda by Alfred McClung Lee and Elizabeth Briant Lee

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Propaganda Devices (II)

Objective(s):

Students should be able to recognize and identify propaganda devices found in varied communication forms; creatively produce a piece of propaganda utilizing devices.

Procedure:

Individual projects: From list of various communication forms in which propaganda may be utilized, have students research and find examples of the use of different propaganda devices.

Have students view front page of local newspaper, news telecast, TV program and analyze in terms of propaganda devices.

Have students choose one of the following four activities as an individual project requiring the production of a piece of propaganda utilizing the communication form of their choice and incorporating several different propaganda devices:

program for Radio Free Europe
propaganda piece for Communist-held area of Southeast Asia
a campaign speech for the President if he were up for re-election
an advertisement promoting XYZ Shaving Lotion

Resources and Materials:

Teacher prepared list of all communication forms in which propaganda may be utilized.

Magazines, newspaper, books, etc.

Local newspapers

Miscellaneous resources to aid student in preparation of project

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Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Prejudice & Discrimination

Objective(s):

Students should be able to list and explain various prejudicial and discriminatory practices affecting various groups in American history and in American life today; empathize with those subjected to such practices today.

Procedure:

Have students investigate their "family tree" to determine national origin, religion, or membership in certain social or political groups. Follow this activity with research to determine prejudicial or discriminatory injustices which possibly affected the family.

Have students keep a record of instances in which they are made to feel inferior to others--with complete explanation of circumstances and why they felt so. Follow this with a written analysis as to the kinds of situations, etc., that result in inferior feelings.

Resources and Materials:
Library research and community resources

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Prejudice & Discrimination

Objective(s):

Students should be able to derive underlying causes of prejudice and discrimination, e.g., fear, hate, ignorance, etc. and generalize such; empathize with those subjected to discriminatory practices; see that the effects of discriminatory practices do not end with immediate acts themselves, but carry over into other situations.

Procedure:	Resources and Materials:
Have students collect excerpts of published situations which are clearly examples of discrimination from newspapers, etc., to bring to class. Then analyze such for underlying causes and other explanations as to why such would result in prejudice and discrimination and investigate to determine instances of prejudice and discrimination in their local community. Have students analyze such for comparable causes. Have students write an essay on how the people in the published situations must have felt as a result of the prejudicial and discriminatory practice. Students could also offer inferences as to the effect of such practices on subsequent actions and behavior of the injured party.	Newspapers and community resources

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Prejudice & Discrimination

Objective(s):

Students should gain an appreciation of the contributions of minority groups; recognize accepted aspects of their culture resulting from such contributions; become familiar with minority groups; develop self-awareness on the part of minority group members.

Procedure:	Resources and Materials:
Have students establish a "minority display" in the classroom, including: newspapers, magazine articles of current activities, problems of minorities, biographical information about important minority group members examples of their culture and historical contributions, etc. Have students develop multi-media kits on a particular minority culture, e.g., pictures, realia, slides, tapes, books, papers, toys, etc.	Local resources

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Prejudice & Discrimination

Objective(s):
Students should become knowledgeable about members of local minority groups; appreciate contributions of representatives of the local minority groups; realize that members of the local minority groups have the same likes, dislikes, differences, and similarities as any other group or the community as a whole.

Procedure:

Have students set up a class annotated bibliographic file of noteworthy resources relative to any local minority group, including autobiographies, biographies, reviews, films, photographs, newspaper clippings, etc.

Have students tape interviews with members of any local minority group on the following topics:
  daily life
  aspirations
  desire for children's future
  opinions on local problems

Students should interview majority groups opinions on same topics as listed above and compare them.

Resources and Materials:

Newspapers, magazines, library resources and other community resources

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Prejudice & Discrimination

Objective(s):

Students should be able to recognize how the U. S. government has continuously recognized a responsibility to project and enhance the rights of minorities; know how the U. S. government has used its power through the Presidency, courts and Congress to project minorities; list laws and policies protecting the rights of individuals.

Procedure:

Have students prepare a bulletin board display illustrating chronologically the evolution of American civil rights and social ideals--such as the Declaration of Independence, Bill of Rights, Brown vs. Board of Education, etc.

Have students analyze the amendments to the Constitution as to (1) those that check their government from discriminating against people, and (2) those which make it possible for the government to protect people's rights.

Resources and Materials:

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Prejudice & Discrimination

Objective(s):

Students should see relationships between technological advances in farming, transportation, communication, industry, etc. and increased socio-political and cultural differences between groups; see how technological advances changed various groups' values resulting in varying relationships.

Procedure:

Appoint research fact-finding committee of students to determine affects of technological developments in contemporary American on relations between groups. Do the same for U. S. history since 1965.

Students might select a technological innovation and research and report on its effect on intergroup relationships, e.g., TV.

Resources and Materials:

Library research and community resources

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Prejudice & Discrimination

Objective(s):

Students should become aware of the fact that all people are members of minority and majority groups dependent upon time, place, and situation.

Procedure:

Have students draw a circle representing themselves on paper and concentric circles representing organizations and groups to which they belong in high school. Have them distinguish groups in which they are members of a majority--members of a minority.

Resources and Materials:

Students should become aware of the fact that all people are members of minority and majority groups dependent upon time, place, and situation.

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) American History

Unit(s) Urban Problems - Discrimination

Objective(s):

Make the student aware of what discrimination is and how it feels to be discriminated against.

The student will be able to more easily understand the problems faced by the Negro, Indian, and immigrants in America.

Procedure:

Students in orange seats will get preferred treatment during the first half of the class period (Teachers will have to devise own method of selecting a group of students.)

a. A quiz will be given to those who are not seating in orange seats.
b. Students who sit in orange seats will be automatically given an "A" for the quiz grade.
c. Students who sit in orange seats can visit during class.
d. Students who sit in orange seats can go and get a drink.

After the class has experienced the above situation, the teacher can then start a discussion by asking those in seats other than orange about their reactions or feelings about what happened.

From here the teacher can guide the students into discussions of discrimination against various groups mentioned in the text.

Resources and Materials:

Chairs, numbers of other items to use to determine which group is to be discriminated against.

Challenge and Change, Laidlaw, Chapter 7

Evaluation:

Student reaction in class

Comments on use:

The class really responded to this method. I managed to get a lot of discussion.

Larry Huffman

Subject Area(s) **Social Studies**

Unit(s) **Current Events-Environmental Issue**

Objective(s): The students will experience what will resemble a open town meeting on an issue which they may face in the future. The student will realize the complex problems involved in protecting the environment, while maintaining our present economic standards. The student can better appreciate the problems that face the government agencies involved in the environmental area.

Procedure:

The students in the class will be presented a situation in which a major industry in a midwest town has to comply with pollution standards. Industrial waste has been allowed to go into local rivers untreated, and smoke has caused considerable air pollution.

The class will be divided into four groups consisting of the following:

1. Represenatives of the company which employs 3,000 of the towns 12,000 inhabitants.
2. Represenatives of the local citizens environmental group who issued the complaint.
3. Represenatives of local businesses and private citizens who wish to keep the industry.
4. Represenatives of the government who are to inspect the area, listen to complaints and then decide what measures should be taken.

A public hearing will be held in which all groups will be able to present their arguments.

The government agency will then have to make a decision on what course of action should be taken.

Resources and Materials:

The teacher will have to create the immage of the town in question. Also each group will be given fact sheets of information that will aid in their public hearing.

The U. S. Environmental Agency should be contacted so that a true or real example of government regulation can be observed.

Evaluation:

Comments on use:

Larry Huffman

Subject Area(s) Social Studies

Unit(s) Current Events

Objective(s):

The student will be exposed to a major area of national or international importance and develop a deeper and better understanding of the event which is taking place. The student over a period of time will become more aware of the problems that develop in reaching settlements or solving world problems. The student should be more aware of current problems and hopefully remain more informed as an adult.

Procedure:

The student will be assigned for the duration of the year the job of keeping an up-to-date scrapbook on a topic of major national or international importance.

At the end of the year the scrapbook can be used as the basis for a term paper over the issue or problem area covered.

Resources and Materials:

The teacher should assign or okay the topics to be worked on.

The teacher will point out the major resource areas such as newspapers, etc.

Evaluation:

Comments on use:

Larry Huffman

Subject Area(s) Geography

Unit(s) Farming in America

Objective(s):

The student will have knowledge of setting up a farm as a career after discussion and field trip. Will be demonstrated by the student setting up a hypothetical farm.

Procedure:

Discussion of different farming possibilities in areas of U. S.

Talk about the market situation for agriculture products.

Make a field trip to area farm to observe and ask questions.

The student will then set up own farm from scratch. Only the land is free. Must decide cost and profit.

Resources and Materials:

Agriculture map

Profit statistics

Area farmer and farm for field trip

Evaluation:

Check plans developed by students.

Comments on use:

Suzi Bybee

Subject Area(s) Social Studies

Unit(s) Consumerism: Information

Objective(s):

Students should become aware of the range and scope of consumer information and problems; become aware of the range of sources of consumer information and determine some of the "better" sources for specific aspects; recognize the availability of consumer-related information; be able to list two of the popular magazines totally devoted to consumer information.

Procedure:

Have students compile an annotated bibliography of books dealing with various aspects of consumer information from the following:

- school library
- city library
- regional library
- college library

Have students compile an annotated bibliography of current magazine articles that deal with consumer information of different kinds.

Resources and Materials:

Community and school resources

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Contemporary Issues

Unit(s) Personal Finances/Consumer Information

Objective(s): To identify that debt has become a respectable way to acquire property. To show that advertising is a powerful agent in selling to the consumer. To know that private agencies are helpful in testing products and giving information to the consumer. To identify relation of luxuries and higher income. To identify ways in which the consumer will be able to make wise decisions in buying.

Procedure:

Class discussion on: modern concept of debt. distribution of family income, fashion and planned obsolescence, advertising.

Arrange a debate between members of the class on the topic: "Resolved: that installment buying is beneficial to the welfare of the American family."

Collect examples of advertising and be able to show: how it is helpful to the consumer, how it is harmful to the consumer, how it convinces or does not convince the consumer to buy the product.

Choose one of the following to present to the class: how it is helpful to the consumer, how it is harmful to the consumer, how it convinces or does not convince the consumer to buy the product.

Choose one of the following to present to the class: write a TV commercial, make an illustration for an advertisement in a newspaper or magazine. After presentation, the class should identify the influence it would have on the consumer.

Resources and Materials:

Filmstrip: "The American Consumer" (New York Times)

Books: Amner, Readings and Cases in Economics, Ginn & Company

Black, Hillel, Buy Now, Pay Later,

Caplovitz, The Poor Pay More

Lesser, Managing Your Money,

U. S. Dept of Agriculture, Consumers All

Newspapers, magazines, television, radio

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Personal Finances/Consumer Information, p. 2

Objective(s):

Procedure:	Resources and Materials:
Study several issues of Consumer Reports. Identify and report on various types of reports gathered from this media.	Consumer Reports
Class reports on issues of the Kiplinger Letters.	Changing Times, Kiplinger Letter
A public relations representative may be invited to present ways advertising may be useful to the consumer.	Guest speaker
List ways businesses attempt to influence your choices as a consumer.	Visits to stores advertising in newspapers
Make two charts showing: a very small income and expenditures and a substantially higher income and expenditures. Compare the differences in that higher incomes show a higher percentage is spent on luxuries.	Film: "Budgeting," 16mm, sound, color, 11 min. (1973) Emphasizes the importance of having a plan or budget for getting the most out of your money. Pay return postage, book 2 months in advance. Aetna Life & Casualty, Public Relations and Advertising Dept. Film Library, 151 Farmington Avenue, Hartford, CT 06115 "Personal Financial Planning" (S-424) 16mm, sound, color, 22 min. Explains the importance of financial habits. Pay return postage and book 10 weeks in advance. Association-Sterling
Make a yearly budget for a family of four with a moderate income. Show how the yearly income will be spent.	
Investigate variations in price of one particular commodity sold in several stores. Compare identical or comparative quality article.	
Name some instances when you buy the best grade of goods and a lower grade of goods.	

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Personal Finances/Consumer Information, p. 3

Objective(s):

Procedure:	Resources and Materials:
Discuss why some businesses give coupons and other devices instead of reducing the price.	
Find examples of as many as possible: 1. express warranty 2. seal of approval 3. descriptive label 4. grade label 5. certification label Under each one, write what it is and how it aids the consumer.	
Find out how to prepare a household inventory. Then make an inventory of at least one room in your house.	
Compare price and quality in a "discount" store and an "exclusive" or "standard" store. Report to the class your findings.	Insurance agents
Find the cost of one year at a college of your choice and prepare a budget to meet your expenses.	College catalogs, visits to stores, advertising in newspapers

Evaluation:

Comments on use:

Jack Chambers

Subject Area(s) Economics

Unit(s) Personal Finance and Decision-Making

Objective(s):
To understand that much of life in general and adult life in particular is based upon decisions made in the past, and tomorrow is the result of decisions made today.

Procedure:

Hand out guide sheet. List basic information. The person is 26 years old, if a guy--25 years old, if a girl. They are to pretend that they got married five years ago. They have worked the past five years at a stipulated sum (girls have choice of working or making it on husband's salary). They must decide how to spend that sum of money each year by making five budgets. They must take all normal costs into consideration, such as rent (or mortgage), food, utilities, phone, entertainment, insurance, car, furniture, vacations, doctor bills, etc. They are locked into a certain amount of expenses. All have two children, but choices are available in many areas.

Object: To see that where they are five years from now--what they own--bills, etc.--is a result of what they do today.
Three weeks allowed to complete.

Resources and Materials:

Handout of "rules" from teacher and list of expenses that must be considered as well as many limits for salaries.
(They must deduct their FICA taxes, income taxes, etc.)

Evaluation:

Need at least 3 weeks. Can't grade in normal terms but must do it in terms of thought students put into project (and time).

Comments on use:

Students balk at the work involved but become surprised as they move into it. A real eye-opener.

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Diane Morarity

Subject Area(s) Social Studies

Unit(s) Values and Economics

Objective(s):

Student should know definition of values, economics, economic policy, and resources; know that the economic policy of a person requires decisions and choices; know that economic decisions or choices are made because there are not enough resources to satisfy all that a person wants or needs; know that economic decisions and choices that are made--are made on basis of a person's values.

Procedure:

Have students theoretically spend an allocated amount of money by listing purchases or purchase.

Have students make a second list of alternatives, options they have in spending the money.

Have students answer the following two questions:

Why could one not have purchased all of the alternatives or options one has in spending money?

Why did you choose to spend the money in the manner you did?

Have students write an autobiography of their life starting now and going ten years into the future. Students will indicate areas, options that required value decisions.

Resources and Materials:

Students own personal resources or handout providing specified grant of money student may spend in any way he chooses.

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Economics

Unit(s) Personal Finance

Objective(s):

The student will be able to understand the value of spending a limited amount of money wisely.

Procedure:

Have each student bring a newspaper to class. Assign a certain amount of money that can be used to do the shopping for a two-week period. They must plan for all meals as well as price of eating out. They can "shop" from newspaper and assume a certain amount of staples (salt, pepper, etc.) are already on hand.

Resources and Materials:

Newspaper

Evaluation:

This is a simple activity that can be used at the beginning of a finance unit to help them arrive at a more serious approach to budgeting and "guns or butter" choices.

Comments on use:

Diane Morarity

Subject Area(s) Economics

Unit(s) Personal Finance

Objective(s):

To think twice about the fact that he/she will have a limited amount of money to spend.

Procedure:	Resources and Materials:
Have each student prepare a week's menu for a family of 2 listing all the ingredients they would have to buy. (Groups are more fun.) Send them to store to price the items comparatively. Have them figure in cost of gas from one store to other if they shop in more than one store. They can then determine the cost of their menu for the week.	Newspaper Stores

Evaluation:

Comments on use:

I haven't done this yet, but plan to after taxes and stocks.

Diane Morarity

Subject Area(s) Issues/Consumer Ed.

Unit(s) Economics

Objective(s):

The student must be able to compute the differences in lifetime, yearly. Monthly and weekly earnings in relationship to years of school completed.

Procedure:

The student must be able to complete the following table:

Year of School Completed	Lifetime Earnings	Difference in Lifetime Earnings
1-3 years H.S.	$212,000	
4 years H.S.	274,000	
1-3 years college	293,000	
4 years college	385,000	
5 or more college	455,000	

The student must be able to compute the opportunity cost of yearly, monthly, and weekly earnings for 8 years of schooling.

	8 years	12 years	College
Total Lifetime	$184,000	$274,000	$385,000
Ave. Yearly			
Ave. Monthly			
Ave. Weekly			

Resources and Materials:

Manpower & Economic Education, Joint Council on Economic Education, New York, 1972 (pp. 110-111)

Evaluation:

Given statistics concerning earning power, the student must be able to compute the differences in lifetime, yearly, monthly, and weekly earnings in relationship to years of school completed.

Comments on use:

This gives the student a "dollars and cents" look at the importance of education.

Russ Whyte

Subject Area(s) Social Studies

Unit(s) Consumerism: Merchandising Policies

Objective(s):

Students should understand that policies vary from store to store--many times dependent on type of store and kind as well as what it deals with; understand the "range" of policies and what those various and different policies are; know what guarantees and warrantees are; know or infer why certain policies are held by different stores.

Procedure:

Committees: Divide students into fact finding committees and report on the following for at least 4 major stores in the local community.

Policies concerning:
- returns & exchanges
- credit for teens
- sale policies and merchandise
- guarantees and warranties
- handling consumer inquiries & complaints
- methods of handling delinquent accounts

Student recommendations for each concerning these items.

Student summation of policies representing various stores.

Resources and Materials:

Local stores in the community

Evaluation:

Students could evaluate each other on participation. Teacher could combine this with evaluation of final report.

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Consumerism: Problems

Objective(s):

Students should be able to describe the alternative courses of action in remedying this situation by the buyer; identify any specific people to contact in the event such should occur; identify and explain any legal recourse; identify seller and buyers rights.

Procedure:

Pose the following problems for students to solve:

One buys a sewing machine from a door-to-door seller and it does not work.

One paid, but did not get credit, for the monthly installment on a car. Now the dealer is threatening to repossess the car.

One bought a set of living room furniture, but when delivery was made, it was not the same as the furniture ordered.

Resources and Materials:

Students would consult local merchants, lawyers, or other resource people.

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Contemporary Issues

Unit(s) Consumer Education

Objective(s):

To teach the concept of scarcity in our economic system and how it relates to our daily lives.

Procedure:

List ten items that you believe are scarce. Make a chart listing the ten scarce items and make a check mark showing which criteria would count the most if there is not enough of the item for everyone (class discussion would follow [illegible] what choices were made and why).

Using the criteria of money (price), create a table showing products, possible substitutes for the item, whether the product or the substitute is more desirable, and by visiting your local grocery store, the price of the item today.

Resources and Materials:

Heyne, Paul T., The Economic Way of Thinking, Science Research Associates, Inc. 1973.

Local grocery store

Antell, Gerson & Walter Harris, Economics for Everybody, Amseo School Publications, Inc. 1973.

Evaluation:

The student must be able to identify ten scarce items on a test listing twenty items.

Comments on use:

Listing of prices at the local grocery store should extend over a period of 4 weeks.

Russ Whyte

Subject Area(s) Economics

Unit(s) Prices - Inflation

Objective(s):
The student will know the effect of inflation on prices by bi-monthly visits to the grocery store.

Procedure:	Resources and Materials:
Students will be given a category of products to price at the grocery store. Students will go to the store and record amount, brand name and price of products in their categories. After each visit, the findings will be discussed.	Grocery store

Evaluation:
How well the student discusses his findings.

Comments on use:
A small class and cooperating grocery store are needed.

Suzi Bybee

Subject Area(s) Social Studies

Unit(s) Consumerism: Money Saving Project

Objective(s):

Students should conclude that convenience foods cost more; price differentials exist between stores involving the same product because of location, clientele, services, etc.; everyone pays for certain credit plans and that gifts do not come free; wise shopping can save money; many products come packaged and are sold in predetermined quantities—amount needed is superfluous.

Procedure:	Resources and Materials:
Have students listen to tape from University of Missouri and select any two items discussed on tape, e.g., cheese in bulk or sliced, and go to appropriate store. Determine validity of claim made by the University. Have students determine actual money saved.	University of Missouri tape, "Money Doesn't Come Easy"
Have students select 4 brand name products, e.g., Dial soap (personal size). Have them go to 3 stores and compare prices. Have students determine if price differences exist, how they explain such, percentage differences, where best buy is.	Local businesses
Have students interview store manager of business giving trade stamps. Have students determine why such are given and percentage cost to store to provide such.	
Have student interview store manager of business allowing Mastercharge or Bankamericard credit purchases. Have student determine the percentage cost to a business to provide this service.	
Have students pretend that each has to prepare a dinner for two. The menu includes fried chicken, mashed potatoes, pan gravy, cranberry orange relish (prepared), buttered green peas, and strawberry	Current magazines and local newspapers

Evaluation:

Comments on use:

Subject Area(s) Social Studies

Unit(s) Consumerism: Money Saving Project, p. 2

Objective(s):

Procedure:

shortcake (prepared shortcake). Students must buy every ingredient necessary to prepare this dinner.

Students must make a list of ingredients then go to magazines and local newspapers for money saving coupons for items needed to prepare this dinner.

Students should clip coupons, attach to list of ingredients and determine amount of money saved by redeeming coupons.

Resources and Materials:

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Consumerism: Price Index

Objective(s):

Students should be able to define price index; understand the function, purpose, and utilization of the price index as a way to measure price changes both individually and collectively over a period of time; be able to compute a price index; be able to draw inferences; be able to read, interpret, and construct graphs and charts; be able to identify several commonly used price indexes.

Procedure:

Have students develop their own price index based on price changes in their own local community involving items of interest to them as well as basic needs and necessities.

Resources and Materials:

Teacher prepared handout including:
-explanation of what a price index is and what it does
-how a price index is computed
-illustrative charts and graphs of an index for selected items showing averages, etc.

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Consumerism: Standards & Labels

Objective(s):

Students should be able to identify and explain each type of standard and label; recognize the utility of such information in their purchases, e.g., can sizes can be coverted to cups, ingredients are listed in order of their greatest quantity, that quality standards have precise meanings and vary from product to product, that standards and labels often do not refer to quality but to appearances.

Procedure:

Have students prepare posters illustrating and explaining the purpose and function of the following standards:
   standards of measurement
   standards of identity
   standards of quality

Have students prepare posters illustrating and explaining the purpose and function of the following labels:
   descriptive labels
   grade labels
   certification labels

Resources and Materials:

The University of Missouri's Agricultural Extension Service will provide explanatory materials on labels and standards free of charge.

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Contemporary Issues

Unit(s) Personal Finance/Consumer Protection

Objective(s):
To know what agencies are available to help the consumer and what kinds of assistance are available.

Procedure:	Resources and Materials.
Get information on lists of publications published by the Better Business Bureau. Seek information about recent cases brought to the Better Business Bureau.	Better Business Bureau
Report on some recent cases handled by the Food and Drug Administration.	Consumer magazines Department of Health, Education and Welfare
Invite the postal inspector to speak on frauds involving use of U. S. mail.	Guest speaker
List ways in which the Department of Agriculture helps the consumer.	U. S. Department of Agriculture
Discuss how the Federal Trade Commission seeks to protect the consumer from false or misleading advertising.	Consumer magazines U. S. Trade Commission
List articles you may find with an underwriters' laboratory (U.L.) label on it. Explain the purpose of the label.	
Display examples of advertising that appeals to impulse buying. Analyze them.	Newspapers, magazines

Evaluation:

Comments on use:

Jack Chambers

Subject Area(s) Social Studies

Unit(s) Consumerism: Credit Bureaus

Objective(s):

Students should be able to outline relationship between merchants in community and credit bureau; demonstrate an understanding of the fact that credit bureaus are only concerned with factual information reported--not why information is as it is; state the main provisions of the truth-in-lending law; demonstrate an understanding of their rights under the truth-in-lending law; demonstrate an understanding of the advantages and disadvantages of credit bureaus to consumers.

Procedure:

Students should go to their local credit bureau and report on the following information:

- how it operates
- functions in the community
- type of information recorded and how used
- any laws governing operation
- common language or symbols used and meanings
- methods consumers have of viewing, challenging or changing records
- volume of business
- brief history
- how a consumer can get the most benefit from such a bureau
- source of information and kind of information

Resources and Materials:

Local credit bureau

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Consumerism

Objective(s):

Students should be able to describe the function and provide a brief history of each; explain two or three laws they may help enforce; explain or infer their value to the consumer--to the business community; list restrictions and limitations.

Procedure: Have a student research or visit the following: Better Business Bureau Small claims court Federal Trade Commission	Resources and Materials: This is a general assignment requiring students to make use of the local library as well as local community resources where possible.

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Consumerism: Collection Agencie

Objective(s): Students should determine typical businesses who utilize services and typical types of delinquent accounts; outline manner in which the agency handles delinquent accounts and the agency protects the rights of the businessman and provides for the rights of consumer; infer as to success; determine legal recourse in event agency cannot collect, ways debts can be adjusted, and range of fees for this service.

Procedure:

Have students visit local collection agency.

Resources and Materials:

Local collection agency

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Consumerism: Teenage Market

Objective(s):

Students should determine national and local averages of dollar power of teenagers; be able to list products teenagers buy, the companies that produce them, specific advertising techniques geared to them, and trends in teenage buying; be able to compare this with local practices; determine source of teenage income.

Procedure:

Library research project: Research and report on "Teenage Market" incorporating the following areas of concern; dollar power, products, profits, companies geared to this market, advertising techniques, and trends, etc.

Once this research is completed, have students become a fact finding committee in the local community and report on the following:

- Stores in the local area that appeal specifically to teenage market.
- Products and methods of appeal.

Survey a random sampling of 30 teens in all age categories concerning: amount of money they have to spend, how they spend it, priorities in spending, places they spend it, estimate of expenditures per week, how received money and products purchased.

Develop teenage market profile for local teenage market.

Resources and Materials:

Local businesses & people

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Economics

Unit(s) Advertising

Objective(s):

To recognize the effect of advertising on the consumer.

Procedure:	Resources and Materials:
Have the students start noticing advertising from the following media: a. television b. radio c. newspaper d. magazine e. billboard	Television, radio, magazines, newspapers, billboards
Assign each student the responsibility of obtaining an advertisement from each of the above sources. Advertisements from T.V., radio, and billboards can be orally explained by the students and the rest of the class will probably be familiar with them. Students can bring into the classroom examples from magazines and newspapers.	Same as above.
Compare a T.V. advertisement to one from a magazine a. Which is most effective? b. Which one costs the most? c. How is each put together? d. Why do business people choose one type of advertisement over another?	Television and magazines
Invite local businessman to explain why his company uses advertising, what his company hopes to gain from advertising, and if the company believes its advertising pays for itself.	Local businessman.
Assign each student a product and have him or her write or act out an advertisement for it using one of the five media discussed earlier.	Text: Understanding Our Economy

Evaluation:

Comments on use:

Subject Area(s) Economics

Unit(s) Advertising (p. 2)

Objective(s):

Procedure:

Have each student make a list of items that he/she would purchase because of advertising and explain why.

Resources and Materials:

Television, radio, etc.

Evaluation:

The student will be able to state the differences between various types of advertising and be able to recognize the effect it has upon our lives. The student will also be able to write, make, or act out an advertisement.

Comments on use:

This worked real well until I had the students create their own advertisement. Only about a third of the class did one. However, this particular class consists of average or below average students. The year before, with a better group of students, this exercise was the best part of the unit.

Alan Meyer

Subject Area(s) Issues/Consumer Ed.
Economics
Unit(s) Consumer Education - Advertising

Objective(s):
The student must be able to reply to the following questions:

a. What part does advertising play in the individual choices which one makes for consumer goods?
b. When comparing two brands of a product--one well-advertised and one not--which would be the higher priced? Why?

Procedure:
Have students fill in the blanks on worksheet on advertising slogans.

Slogan	Name of Product	Appeal to Intelligence or Emotions
mm'mm' good		
How's your love life?		
It's the real thing.		
Uncola		
Leave the driving to us		
The friendly skies		
We really move our tail for you		
A better idea		
Mountain grown		
We service what we sell		

(Students must fill in worksheet and answer the question. Does this help you make a wise choice?)

Resources and Materials:

"Consumer Report" annual buying guide and automotive issue Mount Vernon, NY, Consumers Union of the United States, Inc.

"Consumers Digest" 1974 Guide to discount buying, Chicago, IL 1974.

"Consumers Digest Magazine" Consumers Digest, Inc., Chicago, IL

"Consumer Report" Magazine

Evaluation:

Comments on use:

Subject Area(s) Issues/Consumer Ed.
Economics
Unit(s) Consumer Education - Advertising, p. 2

Objective(s):

c. What part does advertising play in helping distribute goods in a market economy?
d. How can advertising claims be checked?

Procedure:	Resources and Materials:
Students will count the makes of cars in a parking lot to ascertain which cars seem to be most popular. Students will then do the same for used car lot. Compare results, ask students to predict what kinds of cars they think will become more popular in the future and why.	Student parking lot Used car lot
Students will inventory goods on sale in neighborhood department or hardware store. After each item, student should indicate probable reason for goods being placed on sale. Things to consider are: a. Is the good a fad item? b. Merchant has overstocked c. Seasonal change d. Economic conditions in the community	Local department or hardware store

Evaluation:

Student must be able to analyze the emotional and intellectual appeals in newspaper, magazine, TV and radio advertisements.
Students must be able to list two or more consumer sources for factual data on major products.
Students will be able to match products in a list to the probable reason for the items being on sale.

Comments on use:

Students can see the economic status of the individual, how it is related to the economic status of the nation, state, and community. How various trends may change his status.

Russ Whyte

Subject Area(s) Economics

Unit(s) Personal Finance

Objective(s):

The student will be able to realistically figure what it will cost her/him to live at the level of lifestyle he/she chooses.

Procedure:

Have the students prepare a budget. They can ask help from adults or call real estate agencies, banks, etc. The budget should be for one month. They should be given a choice of things that they can or cannot take. Some may want health insurance, some may not.

Resources and Materials:

Evaluation:

Comments on use:

It is a real eye-opener.

Diane Morarity

Subject Area(s) Economics

Unit(s) Budgeting

Objective(s):

The student will demonstrate by making a budget for one college year her/his ability to foresee college expenses.

Procedure:

Examine different college catalogs.

Discuss financing college expenses.

The student will decide which college she/he will attend and write essay why.

Student will then make out a budget taking into consideration tuition, books, weekly spending allowance, transportation, season, gifts, etc.

A former student now attending college would be a good resource person to speak to class.

Resources and Materials:

College catalogs

Evaluation:

Comments on use:

Students definitely not planning to attend college should be allowed to work on other related projects.

Suzi Bybee

Subject Area(s) Economics

Unit(s) Budgeting

Objective(s):

The student will be able to plan a realistic budget after researching prices, rent and wages in the newspaper and through personal interviews,

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Procedure:

Discuss possible career student wants after leaving high school.

Student researches area of chosen career.

Student has job, is married with two children. Must make a budget from his research of job area including rent, loans, food prices, etc., for one month.

Resources and Materials:

Magazines
Newspapers
Letters
Individually interviewed resource people

Evaluation:

Points based on logic and realism of budget.

Comments on use:

Best to have a field work day for students to do research.

Suzi Bybee

Subject Area(s) Social Studies

Unit(s) Consumerism: Budgeting

Objective(s): Students should be able to list fixed and flexible expenditures normally incurred; state federal and state tax information as needed as well as social security and retirement information and determine amounts; be able to define gross and net income, and be able to compute same; be able to determine practical and current expenditures for both fixed and flexible incomes; be able to determine the percentage amount of gross pay taken out in taxes and retirement; gain an understanding of how much is necessary to meet fixed expenditures; conclude that standard of living is dependent on values and choices.

Procedure:

Have students list the kinds of information needed to prepare a budget.

Have students pretend that they have finished any specialized training necessary to obtain the occupation of their choice and are in the first year of their employment. On the basis of the current beginning salary (monthly) now being paid in that job, have the students prepare a budget for one month--explaining circumstances that determine net income and expenditures.

Resources and Materials:

Federal and state withholding tax tables
Social security tables

Evaluation:

Comments on use:

110

Selvin Royal

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Subject Area(s) Economics

Unit(s) Credit

Objective(s):

The student will become acquainted with the method of buying on credit after hypothetically purchasing a large item on credit.

Procedure:	Resources and Materials:
Shop in department store for best buy on a freezer, refrigerator, console color TV or any other large item. Decide down payment. Talk to manager about credit arrangements. Figure out how much the unit will cost including interest.	Local store

Evaluation:

Check to see if interest has been figured correctly.

Comments on use:

Suzi Bybee

Subject Area(s) Contemporary Issues

Unit(s) Personal Finance/Uses of Credit

Objective(s):

The student will understand the uses of borrowing money, using credit, his responsibilities and the advantages and disadvantages of credit buying.

Procedure:

List advantages and disadvantages of using credit.

Study and discuss the "Truth-in-Lending" law.

Report to class some reasons for rising use of consumer credit.

List some typical features of installment credit.

Discuss how consumers should "shop" for credit.

Find out how our state laws seek to protect borrowers.

Obtain an application for credit from a store or finance company. Explain the reason why the creditor wants the particular information required on the application form.

Figure total interest on items purchased on a revolving charge account at 1½ percent interest per month for a year. Compare the total price versus a regular charge account or paying cash.

Find out how a credit card is obtained and explain the uses, advantages, and disadvantages.

Resources and Materials:

Books: Harriss, Economics, an Analytical Approach, Chapter 16, Ginn & Company
Dunwiddie, Problems of Democracy, Chapter 10, Ginn & Company
Black, Buy Now, Pay Later
Seldin, The Golden Fleece
Amner, Readings and Cases in Economics, Ginn & Company

Major oil company bank

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Personal Finance/Uses of Credit,
p. 2

Objective(s):

Procedure:
Find out what kinds of records are kept and how they are used by your local credit bureau.

Figure the cost of buying a new car for cash and buying one with a three year installment loan. Figure the interest paid and the interest rate in installment buying.

Obtain an application for a mortgage loan. Discuss the features of this type of loan. Be able to explain the responsibilities of an individual in borrowing money in this manner.

Bring to class a standard promissory note. Discuss the responsibilities of the borrower and the lender.

Resources and Materials:
Local credit bureau

Bank, finance company, local auto dealer
Amner, Readings and Cases in Economics, Ginn & Company
"When is a Discount a Bargain?" and "Why Auto Dealers Don't Like Cash Buyers"

Bank, finance company, department store

Write to:
Credit Research Foundation, 45 East 23rd St., New York, NY 10010
International Consumer Credit Association, 375 N. Jackson Ave., St. Louis, MO 63130
National Association of Credit Management, 44 E. 23rd St., New York, NY 10010

Films:
"The Littlest Giant," 16mm, color, sound, 14 min. Portrait of the

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Personal Finance/Uses of Credit, p. 3

Objective(s):

Procedure:

Resources and Materials:
American consumer. Pay return postage, book 4 weeks advance. National Consumer Finance Association, Education Services Director, 100 16th St., NW, Washington, DC 20036
"The Wise Use of Credit," 16mm, sound, color, 11 min. Provides understanding of consumer credit. National Consumer Finance Association.
"Credit" (2930) 16mm, sound, color, 14 min. Pay return postage, book at least 1 month in advance. 1686 Elmhurst Road, Elk Grove Village, Illinois, Chicago, IL 60007
"Wise Use of Credit" 16mm, sound, color, 11 min. Pay return postage, book 10 weeks advance and give 2 alternate dates. Association-Sterling Films, 8615 Directors Row, Dallas, TX 75247
"Credit," 16mm, sound, color, 18 min. (1973) Pay return postage, book 2 months advance. Aetna Life & Casualty, Public Relations & Advertising Dept.,

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Personal Finance/Uses of Credit, p. 4

Objective(s):

Procedure:

Resources and Materials:
Film Library, 151 Farmington Ave., Hartford, CT 06115
"Credit," 16mm, color, sound, 20 min. (1973) Pay postage and insurance, book 2 months advance. West Glen Films, 565 Fifth Ave., New York, NY 10017

Evaluation:

Comments on use:

Jack Chambers

Subject Area(s) Social Studies

Unit(s) Consumerism: Comparison Shopping

Objective(s):

Students should become aware of differences in various stores as to kinds, values, and quality as well as prices; of the fact that one needs to know what he wants before shopping; that services, integrity, and warranties make differences; of various sale periods at different stores for different types of merchandise; of the complexity that "shopping" entails and of discerning the best buy.

Procedure:

Comparatively shop for the following items in at least five of the most frequently shopped stores in the local community, identifying each store.

- radio (small transistor)
- stereo (portable)
- bike (ten speed)
- guitar (regular)
- everyday school clothes for five school days for a male, a female
- semi-formal clothes for a male, a female
- accessories for a male, a female
- shoes for everyday wear for a male, a female
- shoes for formal wear for a male, a female

Have students report on:

- brands available
- features
- prices
- guarantees
- sale periods for the merchandise for each store

Resources and Materials:

Local community

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Economics

Unit(s) Consumer Buying

Objective(s):
The student will be able to discuss the advantages of comparative shopping after a visit to a neighborhood grocery store.

Procedure:

Students will make a menu for five supper meals.

Students will make a grocery list from their menus.

Students go to local grocery store during class and "shop" from their list, writing down the price by the product purchased.

Resources and Materials:

Textbook Our American Economy

Evaluation:
How economically the students were able to purchase groceries. How well they discussed the advantages of comparative shopping.

Comments on use:
You need to have a small class and a cooperative grocery store.

Suzi Bybee

Subject Area(s) Economics

Unit(s) Purchasing

Objective(s):

To enable students to experience a buying situation and the interaction that goes into this process.

Procedure:	Resources and Materials:
Have each student bring an object they can act like they are selling. This can be watches, rings, or a number of items. Set up a store atmosphere by displaying the wares to be sold and placing a price tag on each item. Let each student role play a purchaser of a product and the seller of a product.	Items such as watches, rings, or other items brought from home. Display area--price tags.

Evaluation:

Comments on use:

Worked real well. Used for 10-11-12 grade students. It could be used to begin a values discussion.

Alan Meyer

Subject Area(s) **Social Studies**

Unit(s) **Consumerism**

Objective(s):

Identify the better buy, given a list of groceries with a typical unit of measurement.

Describe, by listing, reasons why manufacturers package products in a typical unit of measurement.

Procedure:

Have students determine the "better buy" in terms of "most for the money" from a list of products with a typical unit of measurement:

For example:

Corn Flour	12 oz. for 57¢
Corn Flour	1 lb. 4 ox for 98¢
Detergent	6 oz. for 98¢
Detergent	13 oz. for $2.09

Discuss reason for such.

Resources and Materials:

None

Evaluation:

Class discussion

Given such a list, student will be able to identify the better buy.

Comments on use:

Selvin Royal

Subject Area(s) Contemporary Issues

Unit(s) Consumer

Objective(s):

Give the students experience in purchasing food items on a fixed income. Make students aware of differences in prices and the possible advantage of unit pricing.

Procedure:

Each student will be given $50 to spend on a list of food items needed for one week for two people.

The students will be instructed to shop around and get the best possible buys. They must keep a list of individual "purchases" including price, size bought, and the store purchased from.

At the end of two weeks, the students will complete the project and hand in their lists.

The class will then anlyze the goods purchased noting differences in prices and discuss ways to save money through substitutes or more shopping. Other items to consider during the discussion:

1. Transportation costs
2. Unit pricing
3. Sales items

Resources and Materials:

Local stores and newspapers

Evaluation:

Through class discussion.

Comments on use:

Students were surprised when some students bought more for their money than others. Most students bought locally and those who bought in Sedalia had more purchasing power.

Larry Huffman

Subject Area(s) Contemporary Issues

Unit(s) Economics--Home Buying

Objective(s):

To make the student aware of the basic considerations of home buying: (1) income, (2) future family size, (3) job future, (4) loans, and (5) closing.
To involve the student in a situation requiring joint decision-making and cooperation.

Procedure:

Students, in pairs, will be allowed to draw a card which will give them information concerning:
1. Family size
2. Income
3. Job status

Armed with this information, the students then tour two houses. One will be a newly constructed home and the other a older and smaller home.

Prices will be quoted and each couple will decide which house best fits their condition and needs.

Once the decision has been made to buy a home, a banker, a representative from FHA and a VA representative can provide information on loans.

Students will chose the means to finance their new purchase and examine the payment schedules.

A lawyer can speak to the class concerning closing costs and legal points to consider.

After all transactions are completed, the class can discuss the experience and point out possible problem areas.

Resources and Materials:

Fact sheet for students
Houses and owners who will cooperate in the project
Local banker and loan representatives and lawyers.

Evaluation:

Students will "buy" a house and analyze their purchases in light of total income. Students will be required to write a paper explaining the points that they feel are important in the buying of a home.

Comments on use:

Larry Huffman

Subject Area(s) Social Studies

Unit(s) Consumerism: Housing

Objective(s): Students should recognize and understand how various features in homes influence price; recognize and understand how location determines price and where "desirable" areas are; recognize factors that determine price and range of prices; understand that few, if any, warranties exist on housing unless stipulated in contract; understand the processes involved in buying and selling a house; be able to recognize and understand the purpose, general provisions of a real estate contract; know cost of realtor fees is dependent on cost of house; understand sources of credit and credit plans.

Procedure:

Have students shop for the following actual houses by interviewing three local real estate salesmen:
  A two bedroom moderately priced house in the $10,000 to $15,000 price range located in town.
  A two or three bedroom home in the $15,000 to $30,000 price range located in town.
  A house in the $30,000 to $40,000 price range.

Have students report on the following:
  comparative features
  general location
  sales prices
  guarantees or warranties of the property
  process the seller and the buyer must go through before a sale is binding
  the terms of a typical real estate contract
  agency fees charged and to whom charged
  most often used places of credit in local community for most buyers

Resources and Materials:

Local community and real estate salesmen and brokers

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Contemporary Issues

Unit(s) Personal Finances/Social Security

Objective(s):
To acquaint the student with the benefits and provisions of social security.

Procedure:	Resources and Materials:
Invite a social security official to speak on the benefits of social security.	Guest speaker
Interview a physician or druggist on results and problems of medicare and medicaid.	Personal interview
Report to the class on provisions of state unemployment insurance or public assistance laws.	State Employment Security Office or Division of Welfare
Visit your local welfare office. Find out provisions for getting assistance.	Personal interview
Secure a chart showing retirement benefits of social security. Find out how much money may be paid in and what the retirement benefits would be. Determine if this would be an adequate retirement income.	Social Security Office
If you have a part-time job or have had a summer job, determine how much social security you and your employer have paid during the past year.	
Find out from your social security office what recent changes have been made in the Social Security Act.	
Prepare a bulletin board display showing the various benefits of social security.	
List as many occupations or jobs as you can which come under the Social Security Act.	Newspapers, magazines, social security brochures

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Personal Finances/Social Security, p. 2

Objective(s):

Procedure:	Resources and Materials:
List as many occupations or jobs as you can which do NOT come under the Social Security Act.	Personal interviews Dictionary of Occupational Titles
Prepare a debate: "Resolved: that paying social security should be voluntary rather than compulsory."	
Interview an individual who works for someone else and an individual who is self-employed. Determine the differences that each pay in social security.	Personal interview

Evaluation:

Comments on use:

Jack Chambers

Subject Area(s) Economics

Unit(s) Taxes

Objective(s):

The student will be able to fill out his/her own tax form whether it is as simple as just using the W-2 form or as complicated as a thriving business.

Procedure:

I take about 3 to 4 weeks to do this. Start with the simple W-2 Short 1040 and progress to the Long 1040 with itemized deductions. After this is mastered, (I let them work several problems on sample tax forms.) we go on to farm income.

It works well to bring in a guest speaker to talk about either of the following aspects.

IRS--What does a typical worker do daily, periodically.

CPA--What he does daily, periodically.

Emphasis should be on what they do, not on taxes.

Resources and Materials:

Internal Revenue Service

Local IRS worker

Local CPA

Evaluation:

Check to see if forms are completed correctly. I was amazed at how many students were really afraid of taxes when we started. They learned to do rather complicated taxes well.

Comments on use:

Give them a lot of problems to work. It is the best way to learn.

Diane Morarity

Subject Area(s) Missouri History

Unit(s) Income Tax

Objective(s):

Each individual will learn how to file a simple 1040 income tax return.

Procedure:

Make a W-2 form for each student. Have each student fill out a W-2 form and explain what its purpose is and how it is used.

Give each student a 1040 income tax form and help them fill out a 1040 income tax return.

Resources and Materials:

Your Federal Income Tax
1975 Edition

Evaluation:

Check for accuracy of tax form completed.

Comments on use:

Usually do this in economics, but due to a change in the class schedule, it was covered in Missouri history this year. Ideally would also include state tax return.

Alan Meyer

Subject Area(s) Social Studies

Unit(s) Any area - Education

Objective(s):

Construct, by mathematical computation, the real estate tax, given a financial description of a particular price of property.

Procedure:

Have students select a piece of property, e.g. their own home, and determine the total estate taxes on it for the past year.

May also carry this one step further. How much of such will go toward financially supporting local public school?

Resources and Materials:

Must have:

assessed evaluation rate, e.g. 30%

market value

local tax rate

Must have a break-down of local taxes--how much of local taxes per $100 of evaluation goes to what purposes.

Evaluation:

Computation of hypothetical statistics.

Comments on use:

Selvin Royal

Subject Area(s) Economics

Unit(s) Personal Finance

Objective(s):

To understand the cost of health insurance to cover most of what a serious illness would bring.

Procedure:

Assign a problem to the students and have them check with various insurance agents to see what kind of policy they would have had to cover most of the cost. Also check on the cost of the same policy to see if it varies from company to company. Point out what expenses would be if they didn't have health insurance.

Resources and Materials:

Insurance agents

Evaluation:

I used this as a panel. It probably saves duplication on part of insurance agents that are contacted.

Comments on use:

Many were surprised.

Diane Morarity

Subject Area(s) Contemporary Issues

Unit(s) Personal Finances/Insurance

Objective(s):
To help the student understand various kinds and types of insurance and how he might be guided in selecting the best kinds of insurance.

Procedure:	Resources and Materials:
Prepare a bulletin board with sample insurance policies and pictures of risks ordinarily covered by insurance.	Local insurance agent or company
Prepare a bulletin board display on the uses of life insurances and/or other types of insurance.	
Find newspaper articles dealing with losses which might have been covered with some form of property or life insurance. Report to the class your findings.	Newspapers
Secure pamphlets describing the services offered by commercial health insurance companies. Compare the rates and benefits. A chart or graph might be helpful in comparison.	Local insurance agent or company
Investigate how insurance companies are regulated in your state.	State of Missouri Department of Business and Administration
Make a chart showing the different types of life insurance. Show the purpose, advantages and disadvantages of each.	Guest speaker Social Security Office
Invite a social security officer to present information on O.A.S.D.I. insurance.	
Compare the advantages and disadvantages of low cost auto insurance company such as Allstate or State Farm and a "premium" company such as Aetna. Report difference	

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Personal Finances/Insurance, p. 2

Objective(s):

Procedure:	Resources and Materials:
Invite an auto insurance agent to speak to the class on the topic "How to Get the Best Coverage in Automobile Insurance" or "Tips in Buying Automobile Insurance."	Guest speaker
Plan a debate for class presentation on the topic: "Resolved: Auto liability insurance is the most important kind of auto insurance."	
Have a rap session on the topic: "The insurance agent is as important as the insurance policy."	
Investigate why rates on insurance varies in different localities.	Insurance companies or agents
Plan a debate on the topic: "Resolved: the state should require all drivers to carry liability insurance on their automobiles."	State of Missouri, Department of Business and Administration
	Films: "The Golden Link--Story of Insurance" 16mm, sound, color, 15 min. The story of mural at MFA Insurance Co. in Columbia, MO and depicts the history of insurance. Pay return postage, book 2 weeks in advance. National Association of Mutual Insurance Co., Communications

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Personal Finances/Insurance, p. 3

Objective(s):

Procedure:

Resources and Materials:

Department, Suite H, 2511 E. 46th St., Indianapolis, IN 46205

"After the Collision" (F-297), 16mm, sound, 24 min., color. Investigates no-fault automobile insurance. (Available only to adult groups.) Pay return postage and book 10 weeks in advance. Association-Sterling Films, 8615 Directors Row, Dallas, TX 75247

"Insurance," 16mm, sound, color, 16½ min. (1973). Depicts an insurance agent discussing various kinds of life, health, and property insurance with a prospective client. Pay return postage and book 2 months in advance. Aetna Life & Casualty, Public Relations and Advertising Department, Film Library, 151 Farmington Avenue, Hartford, CT 06115

"The Invisible Force" (S-856), 16mm, sound, black and white, 14 min.

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Personal Finances/Insurance, p. 4

Objective(s):

Procedure:

Resources and Materials:

(1969). Is a chronicle of the insurance industry. Presents the history of general insurance. Pay return postage and book 10 weeks in advance. Association-Sterling Films or Insurance Information Institute, 267 W. 25th St., New York, NY 10001

"No-Fault Auto Insurance," 16mm, sound, color, 15 min. (1973). Presents a non-technical explanation of the no-fault auto insurance concept. Pay return postage, book 6 weeks in advance. Travelers Film Library, West Glen Films, 565 Fifth Ave., New York, NY 10017

"What Do You Want?" (F-327), 16mm, sound, color, 22 min. Designed to tell the potential student and his parents about career opportunities in insurance and the work-study program at the college of insurance, a fully accredited college located in New York. Association-Sterling Films.

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Personal Finances/Insurance, p. 5

Objective(s):

Procedure:
Ask a local banker to speak on borrowing money and tips on ways to save in borrowing.

Report on the procedure and cost of obtaining a loan on a life insurance policy.

Class reports for discussion:
1. present rate of interest for buying real estate
2. fair market values of property or acreage in the local community
3. buying a new home versus buying an older home
4. security for a loan on real estate
5. mortgage loan applications
6. conventional mortgages
7. government insured mortgages
8. home buying versus renting
9. charges other than interest in buying property

Resources and Materials:
Guest speaker

Insurance companies
Write to:
American Institute of Banking,
12 East 36th St., New York,
NY 10016

Real estate brokers
County assessor
County collector
Local banks
F.H.A.
Savings & Loan Associations

Films: "Future Unlimited," 16mm, black and white, sound, 13 min. Interview of 5 bankers and discuss future job opportunities in banking. Pay postage, book 6 weeks in advance. Association Films, Inc., 600 Madison Ave., New York, NY 10022

"Blueprint for Home Buying," 16mm, sound, 14 min., color (1971). Takes buyer through series of selecting, financing, and closing

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Personal Finances/Insurance, p. 6

Objective(s):

Procedure:

On a conventional mortgage loan, figure the total amount of interest on a specific amount of money for a period of twenty years. Compare the total cost versus a cash price.

Resources and Materials:
with regard to purchasing residential real estate. Pay return postage, book 6 months in advance. American Land Title Association,
1828 L St., NW, Washington, DC
20036

"The Land is Yours," 16mm, sound, 30 min., color. This film describes the need for land title examinations and insurance to secure real estate investment of home buyers. American Land Title Association

"A Place Under the Sun," 16mm, sound, color, 30 min. Describes the need for land title examinations and insurance to secure real estate investment of home buyers. American Land Title Association

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Personal Finances/Insurance, p. 7

Objective(s):

Procedure:

Examine various types of mortgage applications and report on differences.

Invite a real estate broker, salesperson, or loan officer to discuss tips on buying real estate.

Resources and Materials:

Banks

Savings and loan associations

Guest speaker

Additional booklets:

Understanding Bonds and Preferred Stocks, The New York Stock Exchange

Fact Book, The New York Stock Exchange

Evaluation:

Comments on use:

135

Jack Chambers

Subject Area(s) Economics

Unit(s) Insurance

Objective(s):

The students will become familiar with some of the various kinds of insurance available and of the possible careers associated with insurance.

Procedure:	Resources and Materials:
Guest speaker on car insurance and home owner insurance.	Ron Jenkins--MFA Insurance
Have the students check with their parents and make a list of all the insurance they have.	
Have each student try to find out what it would cost to get car or home owner insurance. They should find out premiums, what type of coverage, and when they can make payments. They should check with several agents and then decide which company can give them the best deal on either car or home insurance.	
Invite an independent insurance agent to come as a guest speaker and explain how he or she got to be an independent agent and how they differ from agents who work for only one company.	Gordon Creasy, Independent Insurance Agent
Have the students compile a list of all the insurance agencies and agents in Warsaw who sell car and home owner insurance.	

Evaluation:

Comments on use:

Worked pretty good. Students enjoyed guest speakers.

Alan Meyer

Subject Area(s) Economics

Unit(s) Investments

Objective(s):

The student will be able to demonstrate the different processes of investments after discussion and reading textbook.

Procedure:	Resources and Materials:
Discussion of investments and terms.	Textbook Our American Economy
The students will divide into two groups and play Monopoly.	Two Monopoly games

Evaluation:

Points will be given on how long the students stay in the game, cooperation, money and property gained. Also points for a summary on "Why I Won" or "Why I Lost."

Comments on use:

Need small groups. Make certain the rules are clarified--might have to alter the rules depending on the size of the group.

Suzi Bybee

Subject Area(s) Contemporary Issues

Unit(s) Personal Finances/Savings and Investments

Objective(s):

To learn how stock is bought and sold and to know the advantages and disadvantages of investment through stock market buying.

Procedure:

Invite a stock broker or representative to speak on buying and selling stock.

Select a number of stocks and follow them for a period of time. Plot on a chart the daily changes. Determine loss or gain and dividends.

Prepare a class report on a mutual fund. Report on how shares are bought, types of securities, broker's commission, etc.

List as many advantages and disadvantages as you can find for investing in stocks,

Find out which is more profitable to the investor--the stock exchange or mutual funds.

Select a preferred stock and a common stock from the New York Stock Exchange report. Decide which is the more profitable investment.

Find out and report on the rate of return paid on savings by several financial institutions in your community. Make a graph or chart showing the different rates of interest paid.

Prepare a brief explanation for the class on how to open a savings account. Show examples of any forms

Resources and Materials:

Guest speaker

Newspapers

Films: "The Lady and the Stock Exchange," Modern Talking Picture Service

"One Man Band," Modern Talking Picture Service

"Market in Motion," Modern Talking Picture Service

Books: Lewis Engel, How to Buy Stock

J. K. Lasser, Managing Your Money

Ruth Bridze, Investing Money

Pamphlets: "You and the Stock Exchange"

"The World of Investigating"

(Both from New York Stock Exchange)

Banks, finance companies

Savings and Loan Associations

Post office

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Personal Finances/Savings and Investments, p. 2

Objective(s):

Procedure:

required.

Have students list the various means of savings currently used by their family. Tabulate results and discuss reasons for the methods in saving.

Visit your bank and/or savings and loan association. Find out how savings are insured.

Find out from your bank or post office how you may buy government bonds, how much interest in paid on them, and how they may be converted into cash before maturity.

Find out what U. S. Savings Bonds are rated higher in safety than corporation bonds.

Resources and Materials:

Ruth Brindze, Investing Money

Evaluation:

Comments on use:

Jack Chambers

Subject Area(s) Economics

Unit(s) Personal Finance

Objective(s):

The student will understand how the stock market functions.

Procedure:

A game can be simply devised by using children's play money and the daily newspaper. Give each student a certain amount of money, say $10,000 each. Let them purchase stocks from the teacher according to how much the stocks are listed for in the paper from day to day.

Resources and Materials:

Play money
Newspaper

Evaluation:

This can be done as a 5 minute a day project or as a part of a 2-week unit.

Comments on use:

I think it is better to do it periodically so that the overall changes can be seen by the students. Also, you can just use the "on paper" figures and eliminate the play money.

Diane Morarity

Subject Area(s) Economics

Unit(s) Personal Finance

Objective(s):

The student should be able to understand the basic workings of the stock market.

Procedure:

Make a chart about 3 feet by 12 feet on the blackboard. Choose 10 stocks from the stock listing in the paper and have the students plot them on the chart (they can take turns). I have my chart covering a 12-week period. We also cover the commodity market on corn, wheat, soybeans, oats, cattle, and hogs.

Resources and Materials:

The daily newspaper

Evaluation:

They learn quickly that the markets are simple to follow and interpret for the chart. They are amazed at the money they can lose or make.

Comments on use:

It works better as a few minutes a day and 15 minutes on Friday activity--while continuing with other areas.

Diane Morarity

Subject Area(s) Issues

Unit(s) Stock Market

Objective(s):
The student will become familiar with operation and function of the New York Stock Exchange.
The student will be able to read the financial page of the daily newspaper.

Procedure:

Using paper money, invest in stocks listed on the New York Stock Exchange.

Using a graph, follow the investments of the stocks for a six-week period.

Graph the Dow Jones industrial averages for six weeks.

Invite a local stock broker in to discuss "the stock exchange" and the "sound investment."

Resources and Materials:

Texts:
Understanding the Stock Market
A Guide for Young Investors

The daily newspaper
The Money Game
The Business Investment

Pamphlets:
"Understanding the Modern Securities Market"

Guest Speaker:
Howard Jones Agency

Evaluation:
The student must be able to:
explain the function and operation of the New York Stock Exchange.
draw conclusions on the state of the economy from the graphs.

Comments on use:
This unit of study has proven to be very successful.

Russ Whyte

Subject Area(s) Contemporary Issues

Unit(s) Stock Market

Objective(s):
Make students aware of the functions of the stock market and enable them to read the daily market reports.
Make students aware of the effect of national and international events on the market system.

Procedure:

Students will be allowed to invest $1,500 in the stock of their choice.

The students, paying the proper brokers fee, will purchase their stock from the teacher.

On a specified day, the stocks will be sold and profits or losses will be analyzed.

Along with this project, the student will from day to day chart the rise or fall of his stock and relate any events in the news that could account for these changes.

Resources and Materials:
Play money
Newspaper--stock report

Evaluation:
The students can be questioned about their stock from day to day to check their understanding of the stock report.
Class discussion on each investment and the events causing decline or rise in prices can be evaluated in class.

Comments on use:
The students enjoyed the investment opportunity and caught on to the translation of the market reports quite quickly.
Most students were able to analyze rise and fall of stock according to news events.

Larry Huffman

Subject Area(s) Economics

Unit(s) Futures Buying

Objective(s):

Students will gain an understanding of how futures markets operate and what careers are open in these fields.

Procedure:	Resources and Materials:
Give each student a random amount of money to work with.	
Have the students bring a newspaper to school and study the prices of a certain commodity such as wheat.	Newspaper
Have students pick a company to represent.	
Select at random a supply of wheat to be sold.	
Let the students submit a sealed bid on how many bushels they would buy for their company and at what price.	
Through role playing the students will gain an insight into duties of a futuresbuyer.	
Have each student write a short paper describing careers available in futures buying.	Text--library reference material

Evaluation:

Comments on use:

The students grasped a better idea of how supply and demand affects price in the market place. Also they learned that a futures buyer needs an aggressive personality to get his bids in.

Alan Meyer

Subject Area(s) Economics

Unit(s) Big Business

Objective(s):
The student will be able to demonstrate through a dramatization the advantages and disadvantages of corporations combining after the lesson presented in a textbook.

Procedure:
Select students

Have questions ready for the students to discuss.

Students will be the executive heads of corporation.

Resources and Materials:
Textbook Our American Economy

Evaluation:
Points on how well they support their arguments.

Comments on use:

Suzi Bybee

Subject Area(s) Economics

Unit(s) Big Business

Objective(s):

The student will be able to handle questions from an audience after presenting an oral report about a person who helped start mass production.

Procedure:

Students are to chose a person to give a report about his contribution to mass production.

Student should use a book other than an encyclopedia.

After student's presentation, he will be exposed to questions he should answer without notes.

Resources and Materials:

Reference books

Evaluation:

20 points on oral presentation--graded on organization and pertinent facts.
10 points on how well the student handles questions.

Comments on use:

Suzi Bybee

Subject Area(s) Economics

Unit(s) Government Spending

Objective(s):

The student will be able to write logical opinion letter to his/her congressman about priority spending in federal government after discussion and research of government spending.

Procedure:	Resources and Materials:
Read chapter on government spending.	Textbook, Our American Economy
Discuss current federal budget.	Budget published in magazines
Write letter to senator expressing views.	

Evaluation:

Points on how well student researched and backed up his opinion.

Comments on use:

Some very interesting replies.

Suzi Bybee

Subject Area(s) Sociology

Unit(s) Culture

Objective(s):

Through historical analysis determine the changes that have taken place in American culture.

Procedure:

Divide the class into five groups. From the library or student contribution, the teacher should provide a collection of magazines covering as long a time period as possible. It would be best to have them from as many decades as you can in order to see the changes.

The groups should search the magazines checking the features, pictures, humor, and advertisements for examples of items in one of the areas below:

1. Values--what was considered worthy of time, money, and energy--those things considered good.
2. Folkways or customs--take note of fashions, autos, manners, etc.
3. Leisure time activities
4. Sex ratio--restrictions on one sex or other in particular activities or new habits adopted by men or women.
5. Material culture traits--new machines or tools and changes in old ones.

Each group should report its finding in the area assigned to it and then the class can consider such things as changes in our cultural values, new activities that have developed, etc.

Resources and Materials:

Research Experiences in Sociology
Thomas - Norton; Harcourt, Brace, Jovanovich

Evaluation:

Students enjoy looking back into past--they may gain a better understanding of their elders.

Comments on use:

Another suggested use of this is to use old annuals of the school to study changes that have taken place in the school culture, e.g. curriculum, dress, athletics, etc.

Sarah Fricke

Subject Area(s) Sociology

Unit(s) Culture and the Individual

Objective(s):
Gain an insight into the concept of personality and how the culture, subculture, associations and groups help shape the individual's unique personality. Gain a better understanding of your own personality and how it developed.

Procedure:

Give each student duplicated copies of the continuum of primary personality traits.

After they have read the instructions, they should fill in the continuum, rating themselves in terms of the twelve primary personality traits. When they have rated themselves and have joined the dots, they will have a graph of their primary personality traits as they see themselves.

Analysis: Consider these questions--
Try to recall specific experiences in life that might have helped shape each trait.

How have your personality traits been influenced by the culture in which you live? How have you been influenced by a subculture of which you have been a part or by clubs or organizations to which you belong? Are you influenced by family or close friends.

Resources and Materials:

Research Experiences in Sociology
Thomas, Norton; Harcourt, Brace Jovanovich

Evaluation:
Students have opportunity to make a judgment of their own behavior and really think about why they are what they are.

Comments on use:
In doing the rating the students need to take care in not evaluating themselves as "in the middle" for all traits--what monotonous people we'd all be! This can be carried further by having the members do continuums for each other not knowing who did whom, of course. Then they can compare the self-evaluation with how others see them.

Sarah Fricke

Name ______________________________ Class __________ Date __________

A CONTINUUM OF PRIMARY PERSONALITY TRAITS (A Rating Scale)

INSTRUCTIONS: Consider each of the twelve continuums of primary traits in regard to your own personality. Notice that the items at each end of the continuum (horizontal line) are opposites. Every individual possesses the particular trait to a certain degree. This degree can be shown by placing a dot on the continuum in the appropriate place. A dot at midpoint (M) means that you are equally divided between the two traits. A rating of 1 (on either side) indicates that you tend slightly toward that particular trait. A rating of 2 means that you are quite a bit like that particular trait. A rating of 3 means that you are very much like the particular trait. For example, for the first continnum a dot at M would mean that you are no more participating than withdrawn. A dot at 2 on the side of withdrawn would mean that you are quite a bit more withdrawn than participating. A dot at 3 on the side of withdrawn would mean that you are very withdrawn. Try to be as objective as possible and think of examples and experiences that support your rating. When you have placed a dot for all twelve items, connect the dots with straight lines and you will have a graph of your primary personality traits.

	3	2	1	M	1	2	3	
participating (friendly)								withdrawn (unfriendly)
clearheaded (intelligent)								foolish (unintelligent)
mature (adult-like)								childish (immature)
dominant (authoritative)								submissive (meek)
enthusiastic (eager)								melancholic (sad, depressed)
poised (calm, not easily influenced or offended)								sensitive (easily influenced or offended)
socialized (follows group norms)								unsocialized (ignores group norms)
independent (self-reliant)								dependent (needs support or aid)
adventurous (takes risks)								fearful (apprehensive)
vigorous (energetic)								fatigued (tired)
excitable (easily stirred to emotion or action)								apathetic (indifferent)
accepting (trustful, aggreeing)								suspecting (distrustful, doubting)

Subject Area(s) Sociology

Unit(s) Stratification of Society

Objective(s):

Bring about awareness of the status an occupation brings to individual workers.

Procedure:

Make a survey to determine status ratings given to occupations of this area.

Students given questionnaire with occupations listed, the rating scale, and spaces in which to write the ratings.

The class rates the occupations, thus giving a teenage point of view. Then each student is instructed to survey four adults, 2 men and 2 women, who will rate each occupation according to the given scale. The student will then compile the information of his survey and the class will determine the mean rating of each occupation. Finally, list all 24 occupations in order according to the mean rating and you have a status layering of occupations found in your community.

Now the class is ready to analyze the data.

Resources and Materials:

Sociology, The Study of Human Relationships
Thomas, Anderson
Harcourt, Brace, Jovanovich

Research Experience in Sociology
Thomas, Norton
Harcourt, Brace, Jovanovich

Evaluation:
Students show interest in carrying out a survey type project.
In this particular project they became more aware that it isn't just the amount of income that gives status--they were concerned about the service rendered too.

Comments on use:
Each class should make its own list of occupations--communities differ.
An understanding of the meaning of status is important--emphasizing that money isn't the prime factor. Suggest using these four factors: kind of work involved, source of income, type of dwelling, location of dwelling. The rating scale used and the method of arriving at a mean is on the next page.

Sarah Fricke

RATING SCALE

#1 - Gives a person high status; they would be considered very important in the community.

#2 - An important position, but doesn't carry as much status as #1 rating.

#3 - An accepted occupation, but not very important in giving status in your community.

#4 - You can't decide or you feel the occupation has no status value.

#5 - Mildly unaccepted, but not considered very important in losing status in your community.

#6 - Definitely not an occupation to win acceptance in your community.

#7 - Unacceptable occupation which could possibly bring ridicule of cause ostracism.

Formula for computing the mean is as follows: $M = \frac{\Sigma FX}{N}$

M stands for mean, F for the frequency (or number) of students giving the item a particular rating, and X stands for that particular rating. FX is the frequency multiplied by the rating, and ΣFX is the sum of the FX column (you simply add the column). Finally, N is the total number of students who have rated the item.

Example:

X	F	FX
#1	5	5
#2	14	28
#3	9	27
#4	0	0
#5	2	10
#6	0	0
#7	0	0
	30 = N	70 = ΣFX

$M = \frac{70}{30}$

$M = 2.33$

Subject Area(s) Sociology

Unit(s) Deviation from Cultural Norms

Objective(s):

Students have opportunity to examine their attitudes toward deviant behavior and thus better understand the concept of deviance.

Procedure:

Divide class into small groups of three students each in order that every student has opportunity to participate in the discussions. Each group will discuss freely the following eight behavior acts commonly regarded as deviant.

1. Smoking in the school restroom
2. Drag racing on public street or highway
3. Regularly cheating on tests
4. Engaging in a boycott of a store that does not have ethnic minorities
5. Regularly using hallucinogenic drugs, such as LSD and marijuana
6. Dating a person of another race
7. Shoplifting frequently
8. Carrying out a planned attack on another person with some kind of weapon, such as a knife or gun

Groups should consider these behavior acts in terms of the following questions.

1. Why do you think a person would participate in each kind of behavior?
2. Which of the 8 behavior acts do you consider deviant? Why?
3. If a close personal friend engaged in each type of act and it were publicly known that they did, would you continue to associate with this person? Why or why not?

Resources and Materials:

Research Experiences in Sociology, Thomas - Norton; Harcourt, Brace, Jovanovich

Evaluation:

Comments on use:

Subject Area(s) ____________

Unit(s) Deviation from Cultural Norms (con't.)

Objective(s):

Procedure:

After groups have sufficient time to discuss these questions, each group will report its findings to the class. The conclusions on questions 2 and 3 can be tallied on the chalkboard under the headings:

Behavior Act, Considered Deviant, Considered Not Deviant, Would Continue to Associate, Would Not Continue to Associate

When the data is filled in and totaled, the class can discuss the results. They might tell why they do or do not consider a particular act deviant, or why they would or would not continue to associate with a friend who participated in that behavior. They might give some of the reasons for participation in the stated behaviors--which are justified?

Resources and Materials:

Evaluation:

Comments on use:

Perhaps other deviant action could be substituted to make the project more relevant to the participating group.

Sarah Fricke

Subject Area(s) Sociology

Unit(s) Youth Rebellion

Objective(s):

To help determine the willingness of youth to make sacrifices in order to improve society and its environment.

Procedure:

As individuals or in groups, the students make a list of protest songs indicating what each song is protesting.

The class can then discuss the list from the standpoint of:

a. Are these the things youth are most concerned about?
b. How does the private life of the singer or songwriter fit in with the protest?
c. Have protest songs brought about any changes? If so, how and what?
d. What positive values are there in social protest?
e. What positive actions are the young people willing to take to right the wrongs mentioned in the songs?

Resources and Materials:

Research Experiences in Sociology
Thomas - Norton; Harcourt, Brace, Jovanovich

Evaluation:

Since music seems to be a very important part of the life of youth today, they can identify with this element. In making a definite study of these songs of protest, they are able to seriously consider the meanings in terms of society.

Comments on use:

Other ideas can be used in the discussion of the lists--might use the angle of whether the protests are primarily a protest of youth against the adult society.

Sarah Fricke

Subject Area(s) Sociology

Unit(s) Social Institutions

Objective(s):

Give students an opportunity to determine what they think are the basic needs of a society, as well as learning the difficulties of setting up institutions as they try to find ways of regulating the society that is best for everyone in the society.

Procedure:

Imagine that the class has been marooned on a deserted island without hope of rescue. Instead of giving up they decide to develop a culture--a set of values, norms and roles. They will have to decide what is essential for cultural survival.

First day: Break into groups and take stock of the situation. Basic question: "What fundamental needs must be fulfilled for this new society to continue for generations?" Keep track of the ideas and then all groups get together and present their ideas or answers to the question.

Second day: After having determined the fundamental needs of your society, you must find a way to regulate and fulfill these needs. You must create a structure that will satisfy the requirements of your society. The structure is the organization of the people in your society to fulfill the needs that you consider necessary for cultural survival. Organize the people to get the jobs done. You will decide what institutions are necessary to regulate the fundamental needs.

Resources and Materials:

Textbook: Sociology: The Study of Human Relationship, Thomas-Anderson; Harcourt, Brace, Jovanovich
Accompanying workbook, Research Experiences in Sociology

Evaluation:

They become aware of the importance of the past in establishing our institutions. I don't believe very many are ready to do away with or make radical changes in present ways of providing our fundamental needs.

Comments on use:

This should be given before the unit on institutions is started so they will not be influenced by what sociologists have to say on the subject.

Sarah Fricke

Subject Area(s) Social Studies

Unit(s) Sociology, C.I. or Psychology

Objective(s):

To determine the extent of influences older children might have over younger ones--does the "only child" have a disadvantage?

Procedure:	Resources and Materials:
Students in the social studies class will be assigned as "buddies" to junior high students who have no brothers or sisters. If there are numerous junior high students in this category, choose the ones who have obvious problems--academic, social, disciplinary, etc.--of adjustment. Each senior high student will have one junior high child be "buddy" to for a semester, or whatever length of time suitable to the particular class. The other youths should plan their program of approach and relationship in such a way that they will be able to spend time with the younger ones to give them help in lessons, talk over problems and just exchange ideas. At the beginning of the project, evaluation sheets for each junior high student should be made indicating her/his characteristics--e.g. self-discipline, responsibility, study habits, honesty, friendliness--as well as her/his grades. When the project is coming to a close, a re-evaluation should take place in order to determine the results of the influences of the relationship.	

Evaluation:

This relationship should help the younger students have a better understanding of what is expected of them.

Comments on use:

This would need to be tried in a situation where the senior high and junior high are in the same building or same campus.

Sarah Fricke

Subject Area(s) Social Psychology

Unit(s) Conditioned Response

Objective(s):

To make the student more aware of how responses can be conditioned.

Procedure:

The teacher should chose a paragraph(s) in which the word "the" is repeated frequently.

The reading should then be recorded with a whistle just before each "the" in the recording. Eventually the whistle can be sounded before words other than "the."

When the student hears the recording, he will be instructed to place a mark on his paper for each "the" he hears.

After the recording, the students will be asked to count the number that they heard.

Resources and Materials:

Appropriate reading material
Whistle
Recorder

Evaluation:

The students will experience a widespread discrepancy in the number of "the's" they heard. The teacher can then play back the tape pointing out the conditioning process.

Comments on use:

This method proved to be an excellent way to get the idea of how a conditioned response takes place.

Larry Huffman

EXAMPLE OF CONDITIONING

Procedure

The paragraphs below should be read at a normal reading pace without undue emphasis on the words circled. Sound the bell, whistle, tap, or other sound immediately before or simultaneously with the pronunciation of a circled word.

The word "the" in the first paragraph will be accompanied by the "sound" 40 times. Other words are accompanied by the sound 8 times. Thus any totals above 40 represent conditioning.

The word "the" in the second paragraph will be accompanied by the "sound" 6 times. Other words are commpanied by the sound 18 times. Thus any totals above 6 represent conditioning.

"The study of behavior in the animal kingdom can be difficult. The animals don't always get the point. The experimenter may attempt the experiment often, but the animals may ignore the stimulus and thus not exhibit the expected response. The student needs the patience of job. The experimental situation may be the best that the experimenter can devise but the animals may not appreciate the time, the effort, the materials and expense, the thought, the care, and the skill that the student has devoted to the study. Thus, the experimenter must have the ability to change the situation to meet the requirements of the experimental animal. Also, the experimenter has to fit the observation into the available time in the day. One of the best approaches to the study of the social behavior of animals is the field study--the study of the organism in the natural environment of the animal.

"In the conditioning process, Pavlov found that it was necessary to present the normal stimulus almost simultaneously with the substitute stimulus. Otherwise, very little conditioning occurred. He called the simultaneous presentation 'reinforcement.' The natural stimulus 'reinforced' the substitute stimulus. He also discovered that presentation of the substitute stimulus without reinforcement, over a period of time, led to extinction of the conditioning. The animal would no longer respond to the substitute stimulus by itself. Thus, at extinction the conditioned response has been unlearned."

Biological Science, 1968, Houghton Mifflin.

Subject Area(s) Social Studies

Unit(s) Any area

Objective(s):

Identify how individual perceptual grids result in the formation of difficult individual concepts.

Procedure:	Resources and Materials:
Have student draw a picture of any animal, object, etc., based upon a verbal description of each given by the teacher. Name of such an animal, object, etc., should not be given to student until after drawing is completed.	Any precisely written description composed by the teacher is sufficient.
Have students compare their "interpretations" with each other and with the actual object or visual representation.	Any object or visual representation, e.g. albotross, is acceptable.

Evaluation:

What does this tell you about perception?

How is one's perception developed?

Comments on use:

Selvin Royal

Subject Area(s) Psychology

Unit(s) Mental Health

Objective(s):
The students should understand themselves better and most of all realize that not all of their problems with "immaturity" will disappear upon age 21.

Procedure:
Arrange as many role-playing situations as you can with certain students (privately) so that you can introduce the lessons with scenes that many of the students will recognize as reflecting the way they personally respond to frustrating situations.
Example:
One student comes into the room and bumps into another student's chair knocking everything off the desk. Have other student respond violently.

Have one student tell about how he "drives" his car (try to be inconspicuous about it) to another student. Stress all the illogical and dangerous acts that very immature drivers use, etc. The list can go on and on. The idea is to let them recognize themselves rather than telling them.
Follow-up with student-led discussions on the "better" way to handle these problems and hopefully from these to incorporate these into their personal lives.

Resources and Materials:
Students who can act convincingly and who are willing to keep secret.

Evaluation:

Comments on use:
Sometimes it is hard to find students who can keep quiet afternoons. If they don't continue role-playing, it is over. It spoils the effect. Works very well. Be sure to let students lead in discussions for "more healthy responses."

Diane Morarity

Subject Area(s) Psychology

Unit(s) Child - Parent Relations

Objective(s):

To help students see that parents are motivated by overall desire to "protect" children from "mistakes" in what they do and whom they associate with.

Procedure:

Set up problem in class so that students' attention becomes focused on problems that occur between parents and children. Usually students will be anxious to talk about some of their own problems with their parents.

Teacher can "set up" the experience by heading them in a certain direction. I worked toward the students role playing the parents with the idea of wanting them to see that parents really try to protect the children from suffering through "mistakes." Most parents try to "protect" and are motivated by this. Students appeared to see parents through new eyes after this and seemed dedicated to trying to get parents to realize that students need to make some of own errors.

Resources and Materials:

Teacher must "set up" a problem for students to work on involving a teenager and parents.

Evaluation:

Comments on use:

The idea of each generation trying to perpetrate its values, ideas, customs seemed to be a new perception.

Diane Morarity

Subject Area(s) Psychology

Unit(s) Self-Discipline

Objective(s):

To help students see that they cannot successfully make it in the adult world unless they have a certain amount of self-discipline.

Procedure:

Introduce a problem (try to make it fairly common so they can relate to it) that will bring about a discussion on whose responsibility it is to see that students graduate with the self-discipline necessary to make it in the adult world. I thought up the problem of students "sitting" for an hour in one class and repeating this throughout the day--as some school days are. I tried to help them see that the situation school places them in--where they are often asked to do what they don't want to do--really serves a purpose in making them self-disciplined and emotionally ready for the demands of the adult world.

Resources and Materials:

Evaluation:

Worked well with my group. I tried to let them carry the ball, but I threw in questions to help clarify the problem.

Comments on use:

Best to use on twenty or less. They tend to be more open in a little group like this.

Diane Morarity

Subject Area(s) Psychology

Unit(s) Values

Objective(s):

To help clarify the students' ideas so that she/he can see how her/his values conform or differ with those of most of society.

Procedure:

This is a good activity to introduce the unit. Make a chart with times listed (8 a.m. to 12 p.m.) for Saturday and Sunday. Ask them to fill in what they did last weekend. Then have them pick out the three most important values as evidenced by how they spend their time. This will give the teacher the opportunity to clarify definitions and get the students thinking in terms of values as they change from person to person and generation to generation.

Resources and Materials:

A sheet with a column for Saturday and another for Sunday with times 8 a.m. to 12 p.m. Blanks opposite the time slot.

Evaluation:

Comments on use:
A short activity to introduce unit. Works well on any size group.

Diane Morarity

Subject Area(s) Psychology

Unit(s) Personalities

Objective(s):

The student knows his own personality traits better by writing an essay on his personality after discussing different personality traits.

Procedure:

The student will be given the following sentences to complete:

I . . .
I have . . .
Everyone thinks . . .
School is . . .
I would like . . .

Ask the students if there are similarities in answers. Discuss it as it relates to personality

Students will write an essay describing their good and bad personality traits.

Students will write a paper on whether they like their personality or not.

Resources and Materials:

Text Psychology: Its Principles and Applications

Evaluation:

Should not be evaluated.
Done for the students' benefits.

Comments on use:

Stress honesty in the essay. Keep papers confidential. This activity could be repeated later in the year, giving the student the opportunity to compare the two.

Suzi Bybee

Subject Area(s) Psychology

Unit(s) Conflicts

Objective(s):
The student will be able to decide the best method of solving conflict after discussion and role playing.

Procedure:
Discussion of approach-approach, approach-avoidance, avoidance-avoidance types of conflicts.

Each student is to write two situations for each type of conflict.

Student will draw a situation out of a bowl.

The student will discuss the best method to solve the conflict. Other students will not be present. One of the students not present will be given the same situation to solve.

Students will then discuss why the two differ in solutions if they do.

Resources and Materials:
Psychology: Its Principle and Application

Evaluation:

Comments on use:

Suzi Bybee

Subject Area(s) Psychology

Unit(s) Peer Groups

Objective(s):

The student will devise a survey about cheating and draw conclusions from the survey after administering it.

Procedure:

Make survey questionnaire as a group.

Ten surveys for each person to hand out with instructions.

Tally results of survey.

Write own conclusion.

Discuss each others' conclusions.

Resources and Materials:

Psychology Today, text
Sample survey

Evaluation:

Comments on use:

Suzi Bybee

Subject Area(s) Psychology

Unit(s) Peer Group (Perception)

Objective(s):

After discussing purpose of interviewing, the student will have the skill of interview as demonstrated through interview conducted with students in grades one through twelve.

7

Procedure:

Discuss perception of different age groups.

Assign student to different grades to ask each student who the five most important people to mankind are.

Discuss the difficulty of interviewing different age groups.

Discuss finding of different ages.

Resources and Materials:

Tape recorder and tapes

Evaluation:

Comments on use:

Suzi Bybee

Subject Area(s) Psychology

Unit(s) Perception

Objective(s):

Make the student aware of differences in perception.
Enable the students to see how identification of events or persons can vary from person to person.

Procedure:

During class discussion, have a member of the community that one would not normally see in school walk into your class unannounced and take something (in this case, tin snips) out of your filing cabinet or desk.
Then without saying anything, he or she can leisurely leave your classroom.

After the person has left, ask the students to write out a detailed statement of what the person did in the classroom and give a complete description of the person.

Have some of the students read their results in class.

Resources and Materials:

Member of the community.

Evaluation:

Student response in class.

Comments on use:

Students were surprised at the differences in what they saw and in the descriptions given of the person involved.

Larry Huffman

Subject Area(s) Psychology

Unit(s) Interpersonal adjustment

Objective(s):

The student will realize adjustments she/he has to make when moving to different areas.

Procedure:

The students will discuss how other areas are different from their own.

Student should interview people from different areas.

The student will draw an area out of a hat and decide what adjustments must be made if moving there.

Student should be given an opportunity to visit a different school, preferably one a different size than their own.

Resources and Materials:

Films of different areas

Area schools of different sizes

Evaluation:

Students would be evaluated on how completely adjustments have been covered.

Comments on use:

Suzi Bybee

Subject Area(s) Social Psychology

Unit(s) Concept formation and grouping

Objective(s):

Make the student more aware of how concept grouping takes place.

Make the student aware that concept formation depends on learning and experience of the individual.

Procedure:

The teacher can make up a guide similar to the below example:

Subject	A	B	C	D
Countries				
Fruits				

As many subject areas can be given as desired and carried out alphabetically as far as the teacher desires.

The students will be handed this sheet and allowed approximately half the class period to fill it in.

Then each category can be covered in class. While this takes place, the teacher can point out how personal concepts of many people are very limited in certain areas whereas others have a very broad concept.

Resources and Materials:

Hand-out material for the students.

Possible overhead master for the teacher to use as a guide in the following discussion.

Evaluation:

The student can write a short paper (essay) explaining how concepts are formed and in this paper account for the varied personal concepts that people group into their conceptual categories.

Comments on use:

The students enjoyed the process of filling out the chart and exchanging their answers with each other. The essay didn't work too well because of limiting the student just to what we had covered in class.
The best procedure would be to just use this in class and not associate any direct essay assignment to it.

Larry Huffman

Subject Area(s) Contemporary Issues

Unit(s) Career Planning

Objective(s):

To prepare a resumé.

To learn how to find job openings.

To prepare for job interviews.

Procedure:	Resources and Materials:
Have each student make a list of his interests and hobbies.	
Have each student make a list of the school subjects in which he has received his best grades and the classes which he enjoyed most.	Counselor
Have each student compare the two lists (above) to determine whether his interests and hobbies correspond with the courses in which he received his best grades. If not, encourage the student to look into areas in school which meet his interests and hobbies.	
Each student should make a list of careers which interest him.	
Next, each student should meet with the counselor, a teacher, or any other qualified person who can discuss with him what he would have to do to acquire a job in the careers he has selected. a. School courses to take in preparation for the career b. Type of work on the job c. Pay scale d. Advancement possibilities e. Job opportunities in the field f. Union/non-union g. Fringe benefits h. Location of work	People employed in the careers which interest the student Counselor, teachers, towns people, relatives, etc.

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Career Planning (p. 2)

Objective(s):

Procedure:

Have each student prepare a resumé.

Each student should make a list of job information sources:

a. Bulletin boards
b. Counselor (school)
c. Newspapers
d. Employment office
e. Friends, relatives, etc.

Show a film dealing with job interviews and give students a handout of questions most frequently asked by interviewers.

Have each student imagine that he has just gotten a job in one of the careers he selected. Then have him outline, step by step, the process he went through to acquire the job--including any preparations he made in his high school days. Examples:

a. Resumé
b. Skills or training required for the job--schooling, apprenticeship, etc.
c. How he found out about the job opening--want ads, placement office, etc.
d. How he contacted the prospective employers--
   (1) by letter
   (2) by telephoning for an interview, etc.
e. Was he hired after the first interview or did he have to come back for a second interview?

Resources and Materials:

Example, p. 170

Eye Gate - "Job Interview"
Sample questions, p. 171
Additional handouts, pp. 172-74

Cassettes - Eye Gate
"Working for Someone Else"
"The Job Interview"
"Finding a Career"
"Job Shopping"
"What Can You Do?"
"Getting a Better Job"

English teacher

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Career Planning (p. 3)

Objective(s):

Procedure:

Have each student make out a budget, following an outline supplied by the teacher (sample attached). The budget should be based upon the salary he would receive from his imaginary job.

Resources and Materials:

Example, p. 175

X 175

Evaluation:

Comments on use:

I believe that after completing this activity most of my students will know how to prepare a resumé, how to find out about job openings, and how to prepare for a job interview.

Alan Meyer

EXAMPLE

RESUMÉ

PERSONAL INFORMATION

Name Address Phone Number Social Security No.

Age Date of Birth Place of Birth

Height Weight Health (List physical limitations, if any)

Marital Status (year, spouse's name, occupation, educational background)

Children (number and ages)

Residence (Own, rent, live with parents. Will or will not relocate)

Hobbies

Affiliations (especially if related to occupation)

Military Service (date of entry and discharge, branch, rank, type of discharge)

EDUCATION

School Location Years of Attendance Degree or Diploma

EXPERIENCE

Major Employment Record (from most recent backwards)
Name of Employer Address Dates Job Title Description of Duties

Part-time or Minor Employment Record
(same as above)

REFERENCES

EXAMPLE

Questions Most Frequently Asked During Job Interview

1. In what school activities have you participated? Why? Which did you enjoy the most?
2. What jobs have you held? How did you obtain them and why did you leave?
3. What courses in school did you like the best? Least? Why?
4. What qualifications do you have that make you feel that you will be successful in your field?
5. Do you prefer any specific geographic location? Why?
6. How did you rank in your graduating class in high school?
7. Do you think your extra curricular activities were worth the time you devoted to them? Why?
8. What do you think determines an individual's progress in a good company?
9. What personal characteristics are necessary for success in your chosen field?
10. Why do you think you would like this particular type of job?
11. What kind of boss do you prefer?
12. Are you primarily interested in making money or do you feel that service to your fellow man is a satisfactory accomplishment?
13. Do you live with your parents? Which of your parents has the most profound influence upon you?
14. What have you learned from some of the jobs you have held?
15. What is the source of your spending money? Have you saved any money?
16. What is your major weakness? Major strength?
17. What types of books have you read?
18. What type of people seem to rub you the wrong way?
19. What have you done which shows initiative and willingness to work?

EXAMPLE

How to "Sell Yourself" to an Employer

1. Study your interests and qualifications. Be prepared to state them briefly and clearly during the interview.
2. Before the job interview, learn about the firm so that you can ask questions about the firm and the job you are seeking during the interview.
3. Arrive five or ten minutes ahead of time. Tell the receptionist who you are and whom you wish to see.
4. Be neat in appearance (hair combed, finger nails clean, etc.) and wear appropriate attire.
5. The employer wants to talk to you. Don't take your friends with you.
6. Sit up straight in your chair, feet firmly on the floor, and look alert. Advanced planning will help you to be calm, poised, and at ease.
7. Think before answering questions. Be polite, accurate, honest, and frank. Give full information but do not brag.
8. Have guide sheet with a listing of all your jobs, dates of work, your wages, kinds of work you did, and reasons you left.
9. Be ready to show how your training and work experience will help you to get ahead on the job you are seeking.
10. For references, give the names and complete addresses of three reliable people who know you and your work.
11. Be confident and enthusiastic, but don't bluff. Use proper English and speak distinctly, but don't talk constantly.
12. Listen carefully. Be polite and tactful. Above all, don't get into any argument with your prospective employer.
13. The employer is interested only in how well you'll fit the job. Don't mention personal, home, or money problems.
14. Be mature and business-like. Show the employer proper respect. Call him/her, "Mr."/"Ms."
15. If it seems you won't get this job, seek employer's advice about other jobs with the firm that may come up.

EXAMPLE

I. SOME POOR WORK ATTITUDES WHICH ARE MOST OBJECTIONABLE TO AN EMPLOYER

a. Carelessness
b. Unwillingness to follow rules
c. Laziness
d. Absence or tardiness without cause
e. Troublemaking
f. Too much attention to outside interests
g. Lack of initiative
h. Too little or too much ambition
i. Disloyalty
j. Irresponsibility
k. Lack of adaptability
l. Misrepresentation

II. QUALITIES AND ATTITUDES THAT AN EMPLOYER VALUES HIGHLY IN AN EMPLOYEE

a. Ability
b. Dependability
c. Initiative
d. Reliability
e. Good attendance
f. Efficiency
g. Loyalty
h. Cheerfulness
i. Helpfulness
j. Unselfishness
k. Perserverence
l. Resourcefulness

INTERVIEW SUMMARY

NAME ____

APPEARANCE

____ Very untidy, poor taste in clothes.
____ Somewhat careless about personal appearance.
____ Satisfactory personal appearance.
____ Good taste in dress, better than average appearance.
____ Unusually well groomed and very neat; good taste.

FRIENDLINESS

____ Appears very distant and aloof.
____ Approachable, friendly.
____ Warm, friendly, sociable.
____ Extremely friendly and sociable.

POISE - STABILITY

____ Ill at ease; is jumpy and appears nervous.
____ Somewhat tense; is easily irritated.
____ As poised as the average applicant.
____ Sure of himself; appears to like crisis more than most.
____ Extremely well composed; can thrive under pressure.

PERSONALITY

____ Unsatisfactory for this job.
____ Questionable for this job.
____ Satisfactory for this job.
____ Very desirable for this job.
____ Outstanding for this job.

CONVERSATIONAL ABILITY

____ Talks very little, expresses himself poorly.
____ Tries to express himself but does fair job at best.
____ Average expression.
____ Talks well and to the point.
____ Excellent expression, extremely fluent.

ALERTNESS

____ Slow to catch on.
____ Rather slow, requires more than average explanation.
____ Grasps ideas with average ability.
____ Quick to understand, perceives very well.
____ Exceptionally keen and alert.

EDUCATIONAL BACKGROUND

____ Poor background.
____ Fair background.
____ Average background.
____ Excellent background.

OVERALL EVALUATION

____ Definitely unsatisfactory.
____ Sub-standard.
____ Average
____ Definitely above average.
____ Outstanding.

COMMENTS

EXAMPLE

ANTICIPATING

The Budgeting of Money

Income
Salary per month . . . . $__________
Less FICA
SS __________
Insurance __________
Dues __________
Other __________
Total Withheld __________ . . . . __________
Net Income per month . . . . __________

Expenditures
rent __________
food (board) __________
clothing __________
car expenses __________
entertainment __________
payments:
car __________
insurance __________
installment __________
utilities:
electricity __________
gas __________
telephone __________
miscellaneous __________
Total Expenditures __________ . . . . __________

Profit . . . . __________
Deposited in Savings . . . . __________
Left in Checking Account Each Month . . . . __________

Subject Area(s) Economics

Unit(s) Human Relations in the World of Work

Objective(s):

To understand how others see him/her and to understand and accept descrepencies between the perception of others and his/her own perception.

Procedure:

Show the films "Who Are You?" and "What Do You Like to Do?"

Assign each student to write a description of himself or herself. The teacher can collect these and read them to the class, with all the students trying to identify the person who is being described. This will enable the students to see that others view them differently than they view themselves.

The next day have the students pick one of their classmates and write about him or her without mentioning names, and again see if the person written about and the rest of the class can identify the person. Again this allows the students to see how other people view them.

Resources and Materials:

SVE - Foundation for Occupational Planning.

Evaluation:

Comments on use:

The class really seemed to enjoy this activity. It was surprising to see how many students could not identify themselves from what someone else had written about them.

Alan Meyer

Subject Area(s) Contemporary Issues

Unit(s) Choosing a Vocation/Interest and Self-Analysis

Objective(s):
The student will compare interests to vocations; consider personal interests in job families.

Procedure:

List occupations and related jobs of interest to student, identifying:
   a. occupations and local availability
   b. qualifications vs. interests
   c. future demand for job

Give Kuder Vocational Preference Record.

Give General Aptitude Test Battery.

Read biographies or autobiographies of people you admire or who have interesting occupations.

Resources and Materials:

Books:
Dictionary of Occupational Titles
Occupational Outlook Handbook
Job Guide for Young Workers
Top Jobs for High School Graduates

Kuder Vocational Preference Record

G.A.T.B. (U. S. Employment Security)

Films: "Personal Qualities for Job Success" (Coronet)
"Aptitudes and Occupations" (Coronet)
"No Limit to Learning" 16mm, color, sound, 29 min. Visits young people on all types of jobs and discusses training needed. Pay return postage, book one month in advance. College Entrance Examination Board, College Board Film Library, 267 W. 25th St., New York, NY 10001

Evaluation:

Comments on use:

Subject Area(s) Contemporary Issues

Unit(s) Choosing a Vocation/Interest and Self-Analysis, p. 2

Objective(s):

Procedure:

Resources and Materials:

"The Decision is Yours" (4743) 16mm, sound, color, 28 min. Available to seventh grade and above. Describes many educational opportunities open to people in today's Army. Modern Talking Picture Service, 1686 Elmhurst Road, Elk Grove Village, IL, Chicago, IL 60007. Pay return postage, book one month in advance.

"The Career Game" (4093) 16mm, sound, color, 14 min. Available to ninth grade and above. Modern Talking Picture Service.

Write to:

National Employment Association, 2000 K Street, NW, Washington, DC 20006

National Personnel Consultants, 612 Penobscot Building, Detroit, MI 48226

American Personnel and Guidance Assoc., Inc., 1605 New Hampshire Ave., NW, Washington, DC 20009

Evaluation:

Comments on use:

Jack Chambers

Subject Area(s) Contemporary Issues

Unit(s) Choosing a Vocation/Sources of Job Information

Objective(s):

The student will be aware of sources of employment and what types of jobs are available.

Procedure:	Resources and Materials:
Ask employment security to present a program on job trends and opportunities in and near our community.	Employment Security Office
Student reports on part-time or summer jobs they have found interesting and useful.	
Have students survey community to see if efforts are being made to create new jobs for workers.	
Watch want ad section of local newspaper, listing jobs available in local community.	Local newspapers
Plan a Career Day to include representatives from education, industry, and labor.	Extension Center, University of Missouri
Keep a notebook on articles pertaining to job trends and current developments.	Current magazines and newspapers
Report on the services of the U. S. Department of Labor in relation to need for skilled workers and opportunities.	U. S. Department of Labor
Class discussion on how military service may help in choosing a vocation.	Brochures from Armed Service Recruiters
On a map of the state, locate areas of employment in your area of interest.	Chamber of Commerce
On a map of the state, locate employment trends and availability of employment.	

Evaluation:

Comments on use:

Jack Chambers

Subject Area(s) Contemporary Issues

Unit(s) Choosing a Vocation/Investigating and Research in a Specific Vocation

Objective(s):

The student will thoroughly investigate a vocation of his choice and interest.

Procedure:

Write a report on a specific vocation or job of interest to student. Include the following areas of interest:

a. nature of work
b. related jobs
c. educational or experience requirements
d. advantages
e. disadvantages
f. pay and specify benefits
g. chance for advancement
h. related interests of student in vocation

Reports may be presented to the class or handed in as a written assignment.

Take a poll of the class to see what the most popular choices of vocations are. Invite one or more persons who work in that field to speak to the class and answer questions related to their field of work.

Resources and Materials:

Books:

You and Your Job

Finney: Occupational Guidebook, Job Guide for Young Americans, College catalogs, Occupational Outlook Handbook, Dictionary of Occupational Titles

Books or brochures on individual occupations, personal interviews

Our World of Work by Seymour L. Wolfbein and Harold Goldstein, Science Research Associates, Inc., 57 West Grand Avenue, Chicago, IL

Evaluation:

Comments on use:

Jack Chambers

Subject Area(s) Contemporary Issues

Unit(s) Choosing a Vocation/How to Apply For a Job

Objective(s):

The student will be able to relate his qualifications and background in an extemporaneous manner as if he was applying for a job. The student will be able to identify what types of questions applicant might be required to answer when applying for a job. The student will be able to identify necessity for correctness of expression and making a good impression in writing and interviewing.

Procedure:	Resources and Materials:
Role playing--divide class into groups of twos. One will act as employer, the other an applicant for a job. Each group should present an interview to the class. For variety, some groups may show what NOT to do in applying for a job.	
Secure application blanks from local employers. Have rap session on what types of questions employers ask.	
Study correct procedure for completing applications.	
Each student write a letter requesting employment.	
Interview a personnel manager or an employer relating to tips on applying for a job.	Guest speaker
Make a chart containing details concerning personality, politeness, character, use of language, and training by which you would judge an applicant for a job.	Personal interview Write to: Society for Personnel Administration, 1221 Connecticut Avenue, NW, Washington, DC 20036 American Society for Personnel Administration, 52 E. Bridge St., Berea, OH 44017

Evaluation:

Comments on use:

Jack Chambers

Subject Area(s) Social Studies

Unit(s) Careers: Information

Objective(s):
Students should become aware of job activities, working conditions, talents, abilities, attitudes, etc. required in occupations of their choice; personal experiences they have had that required many of the same skills, talents, attitudes, etc. necessary for the job of their choice.

Procedure:

Have students, insofar as is possible, observe someone working in the occupational field of their choice. If this is impossible observation could be of someone involved in an occupation closely related to the selected occupation. Students will look at following: job activities, working conditions, talent and abilities involved, training and skills required, etc.

Have student review and analyze the different job experiences that he/she has had in the past--preferably those job experiences for which a salary was received--for any skill, experience, talent, attitude, knowledge, training, etc. that (1) may be necessary for his/her selected occupation and (2) might help him/her adjust and better qualify himself/herself for that position.

Resources and Materials:

Local community and resource people

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Careers: Investigation

Objective(s): Student should determine the following: importance and relation to society, number engaged in occupation, need for workers--trends, duties (specific tasks, division of work, nature, tools, machines, materials), qualifications (age, sex, special skills, special tools), preparation (general and special, training center, experience), method of entry, length of time before skill is attained, advancement, related organizations, earnings, hours, regularity of employment, health and accident hazard, organization (professional), typical places of employment.

Procedure:	Resources and Materials:
Have students investigate three occupations of their choice.	D[illegible]. File

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Careers: Job Satisfaction

Objective(s):
Students should be able to list satisfactions that people derive from their jobs, e.g., security; conclude that money is not the chief satisfaction of workers in choosing jobs; become aware of those factors, e.g., companionship, in occupational situations that contribute to satisfactions on the job.

Procedure:

Outside assignment: Have students conduct an informal survey to determine what satisfactions people derive from their jobs.

a. Students will ask five persons outside of school, in full-time occupations, and in different vocational fields:
   (1) why they chose the vocation they did,
   (2) what they like best about the job, and
   (3) what they like least about the job.

b. Have students determine the ten most common satisfactions people find in the jobs they do and rank in descending order from the most frequently occurring one.

Resources and Materials:

Outside project requires students to go to resource people in local community.

Outside reading related: Doniger, Simon, ed., Becoming the Complete Adult, N.Y., Association Press, 1962, pp. 177-94.

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Careers: Getting a Job (I)

Objective(s): Students should list the processes of obtaining employment and agencies; list advantages and disadvantages of each process and agency; outline procedures involved in the use of each; determine cost, if any, of each; determine availability in local area; rank, according to general effectiveness.

Procedure:

Have students interview appropriate people concerning the following personal processes of obtaining a job and evaluate each process as a means of locating prospective employment:

a. direct personal application at businesses and industries
b. use of classified advertisements
c. direct mail application

Have students investigate, by interviews and library research, the services offered to them as prospective employees desiring jobs, by each of the following agencies:

a. state employment agencies
b. private employment agencies
c. institutional or "placement" employment agencies
d. civil service merit placement

Resources and Materials:

Community and library resources

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Careers: Getting a Job (II)

Objective(s):

Students should be able to list the kinds of information application blanks generally contain; be made aware that application blanks are often the basis of being hired or rejected; be able to make inferences as to the qualities application blanks should reveal; realize that previous preparation is necessary before filling out an application blank; be able to fill out an application form correctly, completely and neatly.

Procedure:	Resources and Materials:
Have students fill out duplications of actual application forms.	Application forms from any local business or industry

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Careers: Getting a Job (III)

Objective(s):

Students should realize under what conditions and when a letter is appropriate; based on researched directions, be able to write a letter of application utilizing conventional and accepted English usage, rules, regulations as to form, style, etc.; know what kind of information a letter of application should contain; know how to prepare a personal data sheet based upon accepted patterns; know the kind of information a resume should contain.

Procedure:

Have students prepare a series of directions as to how one should write a letter of application. Have students include in the directions the form specifically to be used and have them generalize as to the manner in which it should be written. Have them state in the directions what a letter of application should contain. From local newspapers, have students select from the "Help Wanted" column of the classified ads a situation for which they must write a letter of application.

Have students prepare a personal data sheet or resume to accompany the letter of application.

Resources and Materials:

Library research

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Careers: Getting a Job (IV)

Objective(s):
Students should be able to list and explain causes of failure in job interviews; be able to list rules to observe in interview situations; be able to list undesirable "things" to avoid in interview situations; list questions frequently asked in an interview; be aware of the fact that interviews require preparation; be able to conduct an interview according to researched information.

Procedure:	Resources and Materials:
Have students interview employers as to the following: a. common causes of failure in job interviews b. do's and don't's in job interviews c. questions often asked during interviews d. why it might be considered "the crucial point" in the hiring process Have students (in sociodrama) perform hypothetical job interviews.	Community resources

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Careers: Trends

Objective(s):

Students should be able to list the different job classifications as established by the Dept. of Labor; compare percentage numbers of single and married women in labor force at different periods and determine changes in jobs held; list job classification held generally by minorities and any changes; discern any changes in number of people becoming self-employed; be able to chart unemployment over a period of time--and who it affected; be able to determine where job opportunities lie in the near future.

Procedure:	Resources and Materials:
Utilizing the Statistical Abstract, have students research and write a report or prepare graphs to explain the following: a. trends relative to women's changing role in the labor force b. trends pertaining to job classifications and minority workers c. trends relative to self-employment d. trends relative to unemployment e. trends relative to changes in employmental classifications Have students compile an annotated bibliography of magazine articles pertaining to the job outlook in the near future.	Statistical Abstract Library

Evaluation:

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Careers: Summary

Objective(s):
Students should summarize major points of unit.

Procedure:	Resources and Materials:
Have students prepare, plan and organize a unit of study having as its purpose the steps one would take in making a systematic effort to obtain a job, the kind of information one would need to know, the sources of information one would need access to, etc.	Library

Evaluation:

A written test may be given over entire "Careers" unit.

Comments on use:

Selvin Royal

Subject Area(s) Social Studies

Unit(s) Careers - Trends

Objective(s):

Name the number of women who actually work in the local community (based upon a representative survey).
Identify the type of work the majority of women in the local community are actually involved in (based upon a representative survey).

Procedure:	Resources and Materials:
Have students survey a two-block area of the local community to determine: a. the number of women who work full-time b. the number of women who work part-time c. what types of jobs (waitress, teacher, etc.) these women are actually involved in by listing such d. divide these into occupational classifications Describe implications for occupational choices for women.	Home Have students make up own survey form

Evaluation:

Class presentation on results
Implication to career choices (and need) discussed

Comments on use:

Selvin Royal

This is a composite of activities for a unit in decision-making. It is based upon the following sources.

Decision and Outcomes and Deciding by the College Entrance Examination Board

Decision Kit by Charles E. Merrill Publishing Co.

Career Education Booklet by McEvoy Educational Center

These activities were not used alone, but rather in conjunction with the books and kit listed. The unit, however, is developed here so that a student or groups of students could go through it individually.

Diane Morarity

Deciding

Deciding what you want, or what is worthwhile, requires decision-making. Planning for the future with confidence and without fear requires decision-making skills. Consider the following: There are many students in the 1970's who do not want to plan for the future. These students express fear that there will be no future or there will be nothing good or beautiful in the future. They do not want to waste today. Will tomorrow be as good as today if no planning goes into it? There are increasingly more choices to choose from in living a life. Many restrictions have been lifted; more opportunities for occupations have been created; more colleges and schools exist to enter. Whenever there are more choices, the more necessary may be the skill in deciding among them. There is increased pressure on students to make choices at an earlier age. Making decisions before you are ready, without investigating different possibilities, may lead to unsatisfactory results. How often have you already been asked what you want to do when you are an adult? How many times have you been asked where you are going to college? As problems of society increase--pollution, overpopulation, race relations, war--more and more decisions are being made for society by a few people. These decisions usually restrict individuals in society. It is easier, perhaps, to leave the decisions to someone else, rather than taking responsibility yourself for contributing to a group decision. Not wanting to plan, not knowing what you want, deciding too early, or neglecting to participate as a member of society can lead to a reduction of freedom.

RELATIVE IMPORTANCE OF DECISIONS:

Zero	One	Two	Three
not generally perceived as being under your control; decision made by others	automatic or routine; never think about it before deciding; habitual	Occasionally think about it before deciding.	Think about it, but don't study or investigate it.

Four	Five
Study about it a little; think about it a little; ask others about it before deciding.	Study and think about it a lot; ask questions; read about it before deciding.

Read the following list and consider how you would make each decision.

Typical Decisions	Category
1. To get up in morning	
2. What to eat and when	
3. To tell the truth	
4. To criticize a friend behind his back	
5. To drink alcohol	
6. To take a summer job	
7. What books to read	
8. To use drugs besides tobacco and alcohol	
9. To stop at STOP signs	
10. To drive beyond the speed limit	
11. To ride a motorcycle	
12. To go to school	
13. To believe in God	
14. Where to dispose of waste paper and wrappers	
15. What movie to see	

Now, think back over the past week or month and list below some decisions you have made. Try to include some decisions in each of the following areas: Personal and social decisions; health and safety decisions; educational and career decisions; moral and ethical decisions; common, everyday decisions.

Using the same scale as in the previous table, indicate the appropriate decision category for your list.

DECISIONS	CATEGORY
1.	
2.	
3.	
4.	
5.	
6.	

What did you learn from this exercise?

Were most of your decisions automatic?

Are there many decisions out of your control?

What kind of decisions were given a lot of thought?

Were some important decisions not on these lists?

What is a good decision or a poor decision? Have you ever made a poor decision? Try to think right now of one poor decision you have made. Maybe you will think about the worst decision you ever made or your most recent poor decision or some "secret" poor decision. In any event, think about the poor decision now . . . Why do you consider it a poor decision?

When most people say a decision is poor, they mean the result was not what they wanted. "It didn't turn out the way I thought it would." "The outcome wasn't good." "Things didn't happen right."

Good decision-making will minimize the possibility of getting an unfavorable outcome, but it cannot eliminate the possibility. The best protection you have against an undesired outcome is a good decision.

One of the first lessons in decision-making is to learn to make the distinction between a poor decision and a poor outcome, a good decision and a good outcome--or the distinction between a decision and an outcome.

A decision is the act of a person in choosing, selecting, and deciding among several possibilities based on judgments. An outcome is the result, consequence, or aftermath of that person's act or decision.

The important difference is that a person has direct control only over the decision, not the outcome. If you make a good decision, it will not guarantee a good outcome, because you cannot control the outcome. However, learning how to make good decisions will increase your choices of getting good outcomes. So, what is a good decision?

A good decision, as defined here, is one in which the skills of decision-making are used to choose the alternative that is best according to the best according to the decision-maker's preferences. It requires the application of certain skills, for example, the ability to clarify values, to acquire appropriate information and to assign probabilities.

In other words, the "goodness" of a decision is based on how it is made, not on how it turns out. You evaluate the decision when it is made, not later, when the consequences are known. For example, imagine that today you are going to participate in a lottery. A face coin is to be tossed, and you are to call heads or tails. If you call the toss correctly, you win $50; if you don't, you win nothing. You decide to call heads. The toss is tails. Was yours a poor decision? Why?

1. Mary Wilson was chosen by her junior college to debate in a national contest. Mary was selected because she had the highest score in a group of eliminations. The college thought they had made a good choice. On the last day of the debating finals, Mary had to debate in front of an extremely large crowd of people, many times greater than those before which she had debated in the past. When it came time for Mary to make her first presentation, she looked at the crowd and simply could not say anything for the three minutes allotted to her. Mary lost the debate. Did the selection committee make a good decision? Why?

2. Jimmy Walker needed a car to drive to work. One day he saw a car for sale along the side of the road and stopped to see it. The price was very low, but the salesman said that the car was available at that price for only 1 hour. Jimmy decided to buy it. Monday morning the car wouldn't start, and later Frank discovered that extensive and expensive repairs were required. Did Jimmy make a poor decision? Why?

Can you recall some recent decisions you have made?
Please list these decisions.

1.

2.

3.

Were they good or poor decisions? What made them good decisions? Poor decisions?

1.

2.

3.

Write an accurate definition of a good decision.

At times it is important to insure that a wise decision is made. Consequently, people often have someone else help them make important decisions. They could use a stockbroker, a lawyer, a doctor, or an architect for certain difficult situations in which a decision had to be thought out. When you have important decisions to make, you might want to see an expert. NOW suppose there is another kind of expert. A decision expert. We will call him a "Decision Maker." You can employ him to make your decisions for you. The following questions might help you learn something about yourself and the decisions that you consider important.

I. Assume you can assign only three decisions you have to make in a whole lifetime to a Decision Maker. Which three would you assign?

1.

2.

3.

II. Suppose you had to assign all decisions in your life to the Decision Maker except three. Which three would you not assign to the Decision Maker?

1.

2.

3.

III. For each decision in question I, what instruction would you give your decision agent? Why?

1.

2.

3.

Self-Evaluation:

Decision-making skills are very important to people with freedom of choice. Following are some exercises to help you learn these skills. But right now it might help you to see where you are at the present time in decision-making skills. Use the following scale to rate yourself.

A--I think I am very similar in ability to an excellent decision-maker.
B--I think I am close to the best; but not quite as skilled as the best.
C--I still have to learn more about how to do this in order to become really good.
D--I need a lot more experience with this in order to be able to do it satisfactorily.

___ 1. To go about getting what I need to know.
___ 2. To know what is important or what is not important information.
___ 3. To use the information and to apply it to a decision.
___ 4. To become aware of and to clarify my values.
___ 5. To be able to rank my values and apply them to a critical decision.
___ 6. To know what an objective is and how to set one for myself.
___ 7. To be able to use my goals, values, and beliefs to establish clear objectives for myself.
___ 8. To be able to develop new alternatives or possible actions when the available ones are not satisfactory.
___ 9. To be able to narrow down the number of alternatives when a confusing array or too many are available.
___10. To estimate the chances that certain outcomes will occur.
___11. To rank various possible outcomes of a decision on the basis of their desirability to me.
___12. To be able to analyze the special nature of a critical decision including its long-range consequences and the closing off of future opportunities.
___13. To use a strategy for making critical decisions.

Results: You probably rated yourself high in some skills, low in some others and average in others. You are very unusual if you rate high in most skills. The following pages will give you a chance to learn and practice decision-making skills.

The most important step in learning decision-making skills is to understand and clarify your values. Once you have identified your values, you can set your goals and objectives and make the decisions that are the most appealing to you and which will yield the results you want. To understand or clarify your values it is necessary to examine them.

A person often does not know what he values. It sometimes takes thought and experience to know this. A businessman may be making decisions on the basis of what brings in the most money, but he may not realize that money has a high value for him. Values may change as a person grows older. They may also change because a person or group of people someone values cause him to change one of his values.

For example, a student may change one of his values from getting good grades in school to pleasing his friends.

To have conflicting values often makes choosing hard. A choice means a person cannot satisfy all the values that conflict with each other. He may be unsure of what he values most in a decision. A social worker may value both making a contribution to society and making money. Some of his decisions may force him to choose between these two values.

What someone values tells a great deal about him. Because of this, a person often hesitates to declare his values through a choice. A politician may value personal advancement or personal recognition but may not want to see this in himself. Although people talk a lot about what they value, the way they act and what they choose are more accurate revelations of their values. As a well-known saying expresses it, "What you do speaks so loudly that I can't hear what you are saying."

Recognizing Personal Values: During the course of Violet's junior year in high school, she did a lot of things. She made decisions (some that she thought about, others that she didn't). Violet, at age 16, had certain values. Can you identify them in order of importance based on the following information?

Violet registered for French, English, advanced math, social studies, art, physical education, and government. At the beginning of the year, she joined a discussion group with eight friends. This was for the purpose of discussing future goals and behavior.

Violet frequently was absent from school, but was always there the day the discussion group met. When she stayed at home, she was painting, writing, or reading. She read a lot about mystical religions and hallucinogenic drugs. She also read broadly in many of the philosophical books considered to be classics.

During the evenings, she would frequently go to the nearby university to attend lectures or plays. She went with graduate students of the university and would spend time afterwards talking about the plays or lectures.

Violet never dated any boy from her high school. Rather she went on dates with college students or graduate students. She frequently wore the same dress to school, wore no make-up, and occasionally looked sloppy. She attended no school functions.

She fought with her mother, talked to her father, and spent time with her brother. Her mother and father wanted her to go to a prestige university. To do this, she would have mostly A's. She was getting C's and D's in several classes. She scored on an IQ test as a gifted child.

From this information, what would you say were the five things Violet valued most?

1.

2.

3.

4.

5.

Now, write your definition of a value.

What do I value? List in the first column of the chart below 20 things that you really like to do. Do it quickly, writing down the first things that come to your mind. This is your private list, and on it you should put things that you enjoy, that make you happy, that are fun, that make you feel good. There are nine columns labeled. The labels stand for the following: A/P--A for activities done alone, P for activities done with people; $5--check each activity that costs more than $5; Pub--check each activity you would be willing to declare publicly; 2 yrs--check those you would list 2 years from now; F--check those your father would put on his list; M--check those your mother would put on her list; Date--write the approximate date you last did each activity; O--how often this year you did it (never, seldom, often, etc.); Rank--number the top five (1-5), the ones you like the best.

20 Things I Like to Do	A/P	$5	Pub	2 yrs.	F	M	Date	O	Rank	Comment
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										

What did you find out about yourself? I learned that

I was surprised (or pleased) that

Complete the three sentences below telling what you are proud of.

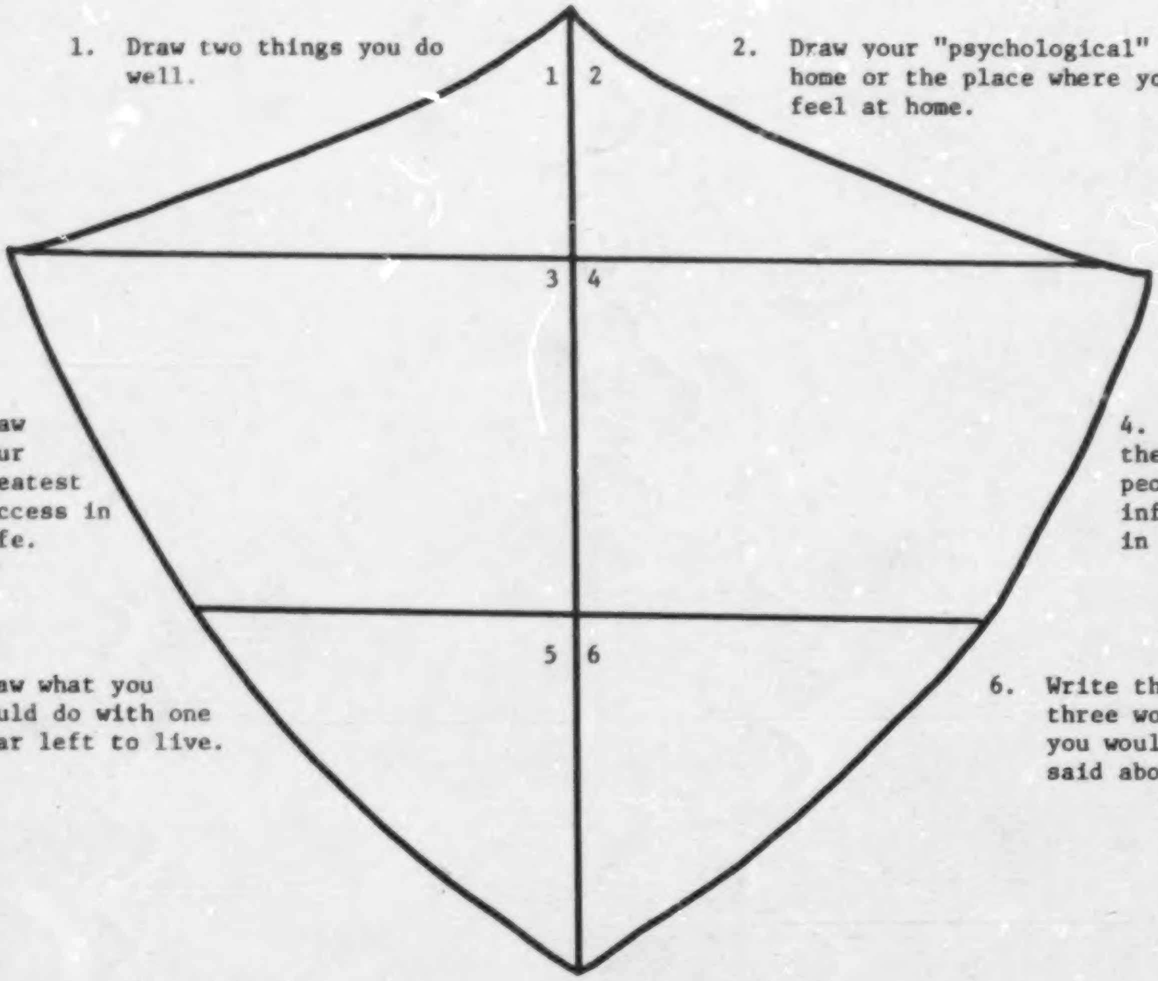
1. I am proud that

2. I am proud that

3. I am proud that

Coat of Arms

Without concern for artistic results, fill in the six areas of the drawing below to make your own personal "coat of arms."



1. Draw two things you do well.

2. Draw your "psychological" home or the place where you feel at home.

3. Draw your greatest success in life.

4. Draw the three people most influential in your life.

5. Draw what you would do with one year left to live.

6. Write the three words you would like said about you.

Values are the ideas on which people act. Earlier it was stated that the best way to know a person's values is to look at what he does. Try completing the chart below to see what it says about your values. Remember back to what you did last Saturday and Sunday. Fill in the chart from what you remember. State the specific activities that took your time.

	Saturday	Sunday
8-9		
9-10		
10-11		
11-12		
12-1		
1-2		
2-3		
3-4		
4-5		
5-6		
6-7		
7-8		
8-9		
9-10		
10-11		
11-?		

List two or three values that are suggested by how you spent your time during the days you charted above:

Self-Concept: What you think of yourself is often an important key to the values you see in society. Answer the questions below. Tell why you think you are one instead of the other.

Are you:

1. more of a VW or Cadillac.
2. more of a saver or spender.
3. more of a homebody or a goer.
4. more like the country or the city.
5. more of a leader or follower.
6. more of an arguer or an agreer.
7. more of a doer or a looker.
8. more of me-first or a me-last.
9. more of a giver or a taker.

Our society also has values. The stories that appear in newspapers may reveal what American society values. They may reveal values based on what Americans want to read or based on facts that are reported. Suppose that you were a stranger to American society and you were presented the headlines that follow. What would you say America valued, based on these headlines?

Gloomy Picture of Declining American Power

Make Pot Legal for Adults

Apollo Speeds Toward Moon

1,000 Acres Designated for Open Space

Football Star Signs for 1/2 Million Dollars

Lowering of Drinking Age Tied to 18 Year Old Vote

School Finance Bill Fails in Congress!

What values do you feel these headlines express?

What other values characterize American society today?

Values:	Evidence

What values characterize students in this school?

Values:	Evidence

Are there differences between typical adult values and those typical of teenagers? What are some of the differences?

Decision-making has been described as using what you know to get what you want. This means you must know what you want. Strangely enough, people often don't know what they want. Saying what you value is not always easy. Sometimes values are "private," they change, they conflict.

Do you know what you want? Write down the three things you want most in your life:

1.

2.

3.

What are you doing to get what you want? Write down an action you have taken lately that is related to each thing you listed above.

1.

2.

3.

What would you do?

Think about what you would do in each of the situations listed. Write down three actions you would take if:

I. You were the President of the United States:
   1.
   2.
   3.

II. You were given $1,000,000:
   1.
   2.
   3.

III. You could do anything you wanted for one year:
   1.
   2.
   3.

What do people other than yourself value?

Listed below are some things that other people value:

Education	Independence
Health	Security
Pleasure	Popularity
Power	Service

If you can think of other items that could be valued, add them here.

Now list the three things you think would be most important to the list of people following:

1. A teacher in your school:

2. Your father:

3. Your mother:

4. A student in your school:

5. A businessman in your town:

6. A congressman in Washington, DC:

When you compare what you listed for the people above, what differences did you discover?

Why are there such differences?

To decide or just slough off:

John fell out of bed; he knew he had waited too long to be on time at school. He was up late at Jerry's party, even though his parents objected. But under the new "trust" plan they had agreed on after months of arguing, he was now allowed to make his own decisions. He was 17, in the last month of his junior year in high school. He felt he knew how to handle his own life and plans.

Arriving at his English class just after the morning announcements had been read, he sank into his seat and smiled at his girl friend, Linda. Then he heard Miss Taylor say that they would spend the period reviewing for the test tomorrow on the novel they had been reading. When she said test, his heart began to beat faster. Next period he had a chemistry test that he had forgotten to study for. He knew he should be listening to the review because he hadn't finished reading the novel, but he had to decide what he was going to do for chemistry. He would ask Linda to brief him tonight for the English test.

He could skip chemistry class and try to get a note to explain his absence or he could ask his chemistry teacher, Mr. Fair, for a postponement of the test, but since he had not been turning in his work very regularly, he doubted that Mr. Fair would give him the postponement; or he could take the test and see what he could do on it. Or, he could go down to the guidance office and talk to his counselor about his college plans. That way he could get a note to excuse his absence in chemistry.

As he left English class with Linda, he made plans to meet her for lunch and asked if he could study with her that evening. She smiled as she agreed to go over the material with him. You could always count on Linda. During his conference with the counselor, Mrs. Arnold, his chemistry work was mentioned. Mr. Fair had talked to her about the poor work that John was doing and told her that his chances of getting into college would be seriously affected if he got a low grade this quarter. Her pleasant face turned red and she frowned when she learned, while writing out his pass, that he had missed chemistry for this conference.

At noon Linda reminded him that they were to go to a scholarship meeting in the auditorium. She also asked him if he had remembered to bring his scholarship application, which was due today. He had put off discussing the application with his parents, forgetting the date it was due. During the meeting, he learned that all late applications would be penalized by being reviewed after all others had been considered. So his chances for college were getting slimmer and slimmer--especially if he did not square things away with Mr. Fair about the chemistry test he had missed. He was beginning to feel miserable.

Finally his last class was over. While on his way to basketball practice, he stopped to talk to some friends. This made him late, and as he dashed into the locker room, he found only Tom there. Tom hastily shoved something into his coat pocket and left without even looking at John. John guessed Tom was not staying for practice for some reason.

After the team came in to shower at the end of practice, Coach called all of them together. Juan had just reported that his wallet was missing; it contained money his mother had given him to pay bills with after school. Juan's face was ashen with fear. That money meant a lot to his family. "Do any of you boys know anything about this?" coach asked. He looked at John. He knew John had been the last one out of the locker room. John found it hard to look him in the eye, but managed to do so.

John walked home, trying to decide what he should do. He knew the coach suspected him. Should he tell him what he saw Tom doing when he entered? Would the coach believe him? He knew they could not prove he had taken the wallet, because he had not. But would the coach continue to suspect him? He admired the coach very much. Yet did not want to tell on Tom. Maybe he could discuss it with his dad tonight and decide what he would do tomorrow.

Feeling low when he got home, he was pleased to see his dad looking so happy. Dad was home early. He had seen his father rarely in evenings because his father usually worked late. His dad announced that he had gotten two tickets to the basketball tournament for tonight so that the two of them could go. John's face fell. What was he going to do about his date with Linda and the test he had for English tomorrow? He loved basketball and hardly ever got to go with his dad, who was also a fan.

When his dad saw the look on John's face, he asked for an explanation. John feebly explained that he had a date with Linda that would be hard to break. Sounding a little disappointed, his dad said, "Well, you're making your own decisions. I know that I can get someone else to use the extra ticket if you decide not to go." With that John slowly went to call Linda.

John made several decisions throughout this day in his junior year of high school. He also faced decisions based on some decisions he had made or put off making earlier. Here is a list of those he made or faced.

1. To get up too late to get to school on time.
2. To miss breakfast
3. Not to listen to English test review.
4. To get out of chemistry test by going to see his counselor.
5. To meet Linda to study for English test.
6. To go to the scholarship meeting.
7. What to do about his late application for scholarship.
8. To talk to friends rather than be on time for basketball practice.
9. Not to tell coach about Tom when asked about the wallet.
10. What to do about clearing the coach's suspicion.
11. Whether to tell on Tom.
12. Whether to tell his dad about the English test.
13. To go to the basketball game with his dad.

Previous decisions affecting this day were:

14. Not to finish the novel before the test.
15. To put off discussing the scholarship application with his parents.
16. Not to keep up with his chemistry and study for the test.
17. To go to Jerry's party.

From the list on the previous page, choose the five most important decisions you feel John faced. List them in order of importance and after each say why you think it was important or critical.

1.

2.

3.

4.

5.

One thing that is very important in learning to make good decisions is to know exactly what you want. Most people do not know what they want.

Strangely enough, a lack of self-knowledge is usually the greatest deterrent to good decision-making. Good decision-making begins with knowing what your values are and establishing your objectives. An objective is what a person intends to accomplish. It is what one strives for. It can be long-range or short-range.

What is your career plan?

Values:

Long-term goals:

Short-term objectives:

Other possible objectives you might have to consider:

What changes might be necessary and why:

Decision-making is not a haphazard situation unless you let it be. True, you cannot always control the outcome, but you can carefully take into consideration all the factors that might affect the outcome and in some way "cop your bet." Perhaps life will not yield all that you want if you become a skillful decision-maker; but life will have fewer pitfalls and tragic outcomes.

Examining the consequences of what you do is a basic part of decision-making. What are the positive and negative consequences for your actions in a given situation? Who will be affected by what you do? Will your life be different because of it? You must ask yourself how tomorrow and two or five years from tomorrow will be different. Will the tomorrows of some other person be different because of what you decide to do today? No one lives in a vacuum. Many of the decisions each of us makes every day have consequences for another person. Think of the activities you listed for your two-day (Saturday and Sunday) diary. Did the things you do affect only yourself? Did they affect others? How? What could you have decided to do that could have made things better for yourself and the other person? Decisions are made by everyone everyday. Some are automatic; some are out of control; some are well within your thoughtful action. Perhaps we shouldn't take decision-making so lightly, but should give more consideration as to how each decision can affect our future and the future of others.

FIELD TRIP SITES and
GUEST SPEAKERS

GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Adco	900 W. Main Sedalia, MO	Dr. Alexander	826-3300	Yes	1-6	9-12	No
Allstate Insurance Co.	4800 E. 63rd Kansas City, MO	Mr. John Irish	333-6800	Yes	20	11-16	No
American Electrical Industries	Highway 50 Sedalia, MO	Mr. Russ Woodyard	827-1712	Yes	30	6-12	Yes
Archias Floral Co.	4th & Park Sedalia, MO	Mr. Don King	826-4000	Yes	20	K-12	Yes
Artist	203 N. Jefferson Sedalia, MO	Ms. Thelma Hansen	886-8464	No	0	7-12	Yes
Attorney at Law	Cole Camp, MO	Mr. Pete Stelling	668-4858	No	0	0	Yes
Attorney at Law	Warsaw, MO	Mr. Edwin F. Brady	438-5116	Yes	4-5	9-12	Yes
Attorney at Law	Farmer's Savings Bank Marshall, MO	Mr. Larry McClure	886-6986	No	0	7-12	Yes
Ault's Skelly Station	1570 S. Kentucky Marshall, MO	Mr. Bob Ault	886-6792	No	0	7-12	No
B & E Market	1701 S. Kentucky Marshall, MO	Mr. Jim Dick	886-2188	Yes	30	3-12	No
Banges	78 S. Jefferson Marshall, MO	Ms. Dolly Kiser	886-3716	No	0	7-12	Yes
Banquet Foods	253 W. Marion St. Marshall, MO	Mr. Caton Martin	886-3301	Yes	20	4-9	Possibly
Benton County Enterprise	Warsaw, MO	Mr. Mahlon White	438-6312	Yes	4-5	9-12	Possibly
Benton County R-I School	Cole Camp, MO	Mr. Vergil Oglevie	668-4427	No	0	0	Possibly

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Benton County R-IX	Warsaw, MO	Dr. John Boise	438-7351	No	0	8-10	Yes
Benton County Sheriff's Dept.	Warsaw, MO	Mr. Robert Breshears	438-5252	Yes	5-6	9-10	Yes
Binghams Super Saver	La Monte, MO	Mrs. Bingham	347-5426	No	0	0	No
Body Shop	Cole Camp, MO	Mr. David Luetjen	668-3155	Yes	2-4	9-10	No
Bohling Grocery	Cole Camp, MO	Mr. E. G. Bohling		No	0	0	Possibly
Boonslick Regional Library	Sixth & Lamine Sedalia, MO	Ms. V. Corley	826-6195	Yes	20	K-9	Possibly
Borchers & Heimsoth	Cole Camp, MO	Mr. Ervin Borchers	668-4923	No	0	0	No
Bothwell Hospital Physical Therapy	Sedalia, MO	Ms. Nevin Almquist	826-8833	Yes	7-15	7-12	Yes
Bothwell Hospital	Sedalia, MO	Ms. Marie Nicholson	826-8833	Yes	20	12-16	No
Breech Academy - TWA	6300 Lamar Avenue Mission, KS	Ms. Mickey Holiday	842-4000	Yes	20	11-16	Yes
Brick Mason	RFD 3 Warsaw, MO	Mr. Lee Slavens	438-5360	No	0	0	Possibly
Broadway Car Wash	310 W. Broadway Sedalia, MO	Mr. Dale Arms	826-0375	Yes	25-30	1-12	No
Broadway Lanes, Inc.	2119 W. Broadway Sedalia, MO	Ms. Edith Simons	827-0404	Yes	Large	K-14	Possibly
Brown, McCloskey, Buckley	309 E. 5th St. Sedalia, MO	Ms. Mabel Glenn	826-7373	No	0	0	No
Business Mens Assurance	BMS Building Kansas City, MO	Ms. Almeta Wilcher	753-8000	Yes	20	11-16	No

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C-B Shop	Cole Camp, MO	Mr. Dave Wordeman		Yes	4	9-12	No
C. W. Flower	219 S. Ohio Sedalia, MO	Mrs. Austin	826-3200	Yes	15-20	11-16	Yes
Cablevision, Inc.	600 S. Osage Sedalia, MO	Mr. Lynn Harrison	826-0933	Yes	20	5-9	Possibly
Cargill Incorporated	Marshall, MO	Mr. Jack Hartwick	886-7473	Yes	20-25	9	Possibly
Cargill Nutrena Feeds	Smithton, MO	Mr. Gene Hudiburg	343-5319	Yes	10	7-12	Yes
Cash U. S. Super	Cole Camp, MO	Mr. Jim Cash	668-3700	Possibly	0	0	No
City Offices	214 N. Lafayette Marshall, MO	Mr. Ron Collins	886-2226	No	0	7-12	Yes
Classic Studio	6th & Kentucky Sedalia, MO	Mr. Ed Brummett	826-8888	Yes	5-10	7-12	Yes
Clay Mead Furniture	Highway 65 Marshall, MO	Ms. Kay Perkins	886-5354	No	0	7-12	Yes
Coffman's Marina	Highway 65 South Sedalia, MO	Mr. John Smith	827-3692	Yes	1-6	9-12	No
Commerce Bank	10th & Walnut Kansas City, MO	Mr. John Wells	234-2000	Yes	20	11-16	No
Consumers Supermarket	Hancock & Broadway Sedalia, MO	Mr. Bill Smillie	827-3190	Yes	15	K-12	Yes
Courts Lawn and Garden	Marshall, MO	Mr. Delford Thompson	886-5000	No	0	7-12	Yes
Creasy's Insurance Agency	Warsaw, MO	Mr. Gordon Creasy	438-5621	No	0	0	Yes
Dala's Boutique	Tipton, MO	Ms. Dala Yantz	433-2626	No	0	0	Yes
Day Care	321 W. Second Sedalia, MO	Mrs. Zimmerschied	826-5040	Yes	1 a day	0	Yes

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DeKalb Ag. Research	Marshall, MO	Mr. Don Wert	886-7438	Yes	10-40	5-9	Possibly
DeLong Dry Goods	Warsaw, MO	Mrs. DeLong	438-5307	No	0	0	Possibly
Deluxe Cafe	Cole Camp, MO	Ms. Marie Musser	668-4521	Yes	2-4	9-10	Yes
Democrat News	Marshall, MO	Mr. Jerry Arnett	886-2233	Yes	25	7-9	Yes
Dentist	Warsaw, MO	Dr. Shepardson	438-5421	No	0	0	Possibly
Dentist	1810 W. 11th Sedalia, MO	Dr. Robert Vit	826-5445	No	0	K-12	No
Dentist	Cole Camp, MO	Dr. D. V. Reimsnitter	668-3312	Yes	4-6	9-12	Possibly
Doctor of Osteopathy	1701 S. Lafayette Sedalia, MO	Dr. Joe Bennett	826-6633	Yes	5 at a time, 40 maximum	7-12	Yes
Don's Dive Shop	3312 S. Highway 65 Sedalia, MO	Mr. Don Kabler	826-4681	No	0	8-12	Yes
Don's Welding	Highway 65 South Sedalia, MO	Mr. Don Carr	826-7310	Yes	1-10	8-12	No
Duke Manufacturing	Main & Duke Road Sedalia, MO	Mr. Ivan Stuart	827-2661	Yes	10	4-12	No
Durham Chevrolet	Warsaw, MO	Mr. Floyd Durham	438-5133	Yes	10	8-12	Yes
Eckhoff Clothing	Cole Camp, MO	Mr. Raymond Eckhoff	668-4707	Yes	4	9-12	No
Essers	18 S. Jefferson Marshall, MO	Mr. David Esser	886-2107	No	0	7-12	Yes
Estes' 66 Station	Warsaw, MO	Mr. Gary Estes	438-6022	No	0	0	Possibly
Farmer's Bank of Lincoln	Lincoln, MO	Mr. Karl Kroenke	547-3311	Yes	4-5	9-12	Possibly
Farmer's Insurance	1806 W. 11th Sedalia, MO	Mr. Newby	827-0122	Yes	1-5	9-12	Possibly

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Fire Station	211 S. Kentucky Sedalia, MO	Mr. Jabas	826-8044	Yes	1-15	0	Possibly
Flat Creek Vet. Hosp.	1701 W. Main Sedalia, MO	Dr. Peacock	827-2057	Yes	10-15	K-12	Yes
Gambles	2 S. Jefferson Marshall, MO	Mr. Norvelle Brown	886-6823	No	0	7-12	Yes
Bill Greer Body Shop	Main Street Sedalia, MO	Mr. Orval Burd	827-2162	Yes	5	10-12	No
Hallmark	25th & McGee Kansas City, MO	Ms. Rose A. Lightle	274-4667	Yes	20	11-16	Yes
Harris & Reid	Farmer's Savings Bank Marshall, MO	Mr. Mike Reid	886-5544	No	0	7-12	Yes
Heinzler Bros. Welding	Marshall, MO	Mr. Frank Heinzler	886-7775	Yes	20-25	7-9	No
Holiday Inn	32nd & Limit Sedalia, MO	Mr. Jim Grieshaber	826-6100	Yes	40-50	8-9	Possibly
Home Lumber	207 E. North Marshall, MO	Mr. Roland Wood	886-3342	No	0	7-12	Yes
Horse Racing	P.O. Box 951 Sedalia, MO	Mr. Anderson	826-7114	Yes	1-10	9-12	Possibly
Howard Construction	1509 N. Ohio Sedalia, MO	Mr. Olen Howard	826-5750	Yes	5-15	8-12	No
Hurtt's Pharmacy	504 W. 16th Sedalia, MO	Mr. Hurtt	826-2872	Yes	1-10	8-12	Possibly
IBEW Local 814 Credit Union	2111 W. Broadway Sedalia, MO	Ms. June Kuhlman	826-0814	Yes	6 at a time	8-12	Possibly
IGA	2402 W. Broadway Sedalia, MO	Mr. Ralph Huff	827-1452	Yes	25	K-12	Yes

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Industrial Loan & Investment	120 W. Fifth Sedalia, MO	Mr. Firman Boul	826-4800	Yes	25	7-12	Yes
J & J's	1421 S. Limit Sedalia, MO	Mr. Jack Smith	827-2485	No	0	0	Possibly
Jack Couts' Running Quarter Horses	Mo. State Fair Grounds Sedalia, MO	Ms. Tina Brown	826-1135	Yes	5-10	K-12	No
Jim's Garden Center	1000 W. Main Sedalia, MO	Mr. James L. Foster	826-4411	Yes	15	4-9	Possibly
Bob Johnson TV & Appliance	2907 W. Broadway Sedalia, MO	Mr. Ray Thompson Mr. Paul Johnson	827-2326	Yes	15-20	7-12	Yes
KDRO Radio	West Highway 50 Sedalia, MO	Mr. Herb Brandes	826-5005	Yes	15	K-12	Possibly
Keeharts	Marshall, MO	Ms. Alice Alexander	886-5611	No	0	7-12	Yes
Kim Originals	2500 E. Broadway Sedalia, MO	Mr. Bill Cline	826-2500	Yes	15	K-12	Possibly
Kings Court	Marshall, MO	Mr. Bill Coman	886-5444	Yes	15	7-12	No
KMMO-KMFL	Highway 65 North Marshall, MO	Mr. Harold Douglas Mr. Jim Athon Mr. Jack Abdon	886-7422	No	0	7-12	Yes
KMOS TV Stati	2100 W. Broadway Sedalia, MO	Mr. Stuart Gressley	826-1651	Yes	15	K-12	Yes
KSIS Radio	North 65 Highway Sedalia, MO	Mr. Carl Yates	826-1050	Yes	10	K-14	Yes
Lacuma Builders, Inc.	2800 W. Main Sedalia, MO	Mr. Bob Cook	826-0522	No	0	0	Yes

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Lamm, Barnett, Crawford, Barnes, Fritz Law Firm	118 W. Fifth Sedalia, MO	Mr. Donald Barnes	826-5428	No	0	11-12	Yes
Lee's Archery Manufacturing	Route 2 Sedalia, MO	Mr. LeRoy Young	826-6762	Yes	20	7-16	No
Lee's Studio	20 S. Jefferson Marshall, MO	Mr. Lee Beardon	886-7313	No	0	7-12	Yes
Lifeguard	2401 W. Second Sedalia, MO	Ms. Diane Cordry	826-7719	No	1-15	8-10	Yes
Lincoln New Era Newspaper	Lincoln, MO	Mr. George Williams	547-3800	Yes	Inquire	Inquire	Possibly
Locker Plant	Hughesville, MO	Mr. Bill Wheeler	826-8630	Yes	10-15	1-12	Yes
Macy's	1034 Main Kansas City, MO	Mrs. Cullen	221-3737	Yes	20	11-16	No
Magistrate Judge--Pettis County	901 S. Vermont Sedalia, MO	Ms. Hazel Palmer	826-8816	No	0	11-12	Yes
Marshall Chamber of Commerce	214 N. Lafayette Marshall, MO	Mr. Leo Hayob	886-7464	No	0	7-12	Yes
Marshall Floral & Greenhouse	160 W. Summit Marshall, MO	Ms. Juanita Dametz	886-7177	Yes	20	7-9	Yes
Marshall Police	Arrow Street Marshall, MO	Mr. Gerald Stone	886-7411	Yes	15-20	1-12	Yes
Marshall Public Schools	565 S. Odell Marshall, MO	Dr. John Payne	886-2244	Yes	20-30	7-12	Yes
Martin Lumber	Hughesville, MO	Mr. Con Scott	826-7556	No	0	0	No
Mattingly's Variety Store	218 S. Ohio Sedalia, MO	Mr. Bill Stratton	826-5270	Yes	20	7-12	Possibly

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Merle Norman Cosmetics	120 S. Ohio Sedalia, MO	Ms. Sandra Boul	826-6430	No	0	11-16	Yes
MFA Elevator	Cole Camp, MO	Mr. Ed Schnakenberg	668-3231	Yes	6-8	9-10	Possibly
MFA Grocery	Lincoln, MO	Mr. Joe McKnight	547-3621	No	0	0	Yes
MFA Implement	Lincoln, MO	Mr. Clarence Frisch	547-3318	Yes	4	9-12	No
MFA Insurance	1817 W. Broadway Columbia, MO	Mr. Vic Ohman	445-8441	Yes	20	11-16	No
Missouri Division of E. S.	215 E. Fifth Sedalia, MO	Mr. Bill Giles	826-8184	Yes	25	11-12	Yes
Missouri Pacific Railroad	210 N. 13th St. St. Louis, MO	Mr. D. M. Tutke	314-2944	Yes	Arr.	7-12	Possibly
Missouri State Bank	917 S. Limit Sedalia, MO	Mr. William Claycomb	826-1213	Yes	20-25	4-12	Possibly
Missouri State Fair	Box 111 Sedalia, MO	Ms. Myrna Ragar	826-0570	Yes	30	3-7	Possibly
Missouri Valley College	Marshall, MO	Mr. Ed Leslie	886-6924	No	0	9-12	Yes
Model Cleaners	Warsaw, MO	Mr. Richard Kingma	438-5831	Yes	20	K-12	No
Ollison's Garage	2809 E. 12th Sedalia, MO	Mr. Keith Ollison	826-4077	No	0	0	Yes
Otten Truckline	Cole Camp, MO	Mr. Pete Otten	668-3112	No	0	0	Yes
Patricia Stephens Modeling Finishing School	4638 Nichols Parkway Kansas City, MO	Ms. Sue Peterson	531-5866	Yes	60	7-12	Yes
Pepsi-Cola Bottling Co.	Sedalia, MO	Mr. W. C. Ream	826-8144	Yes	30	4-9	Possibly

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Pettis County Ambulance	626 E. Fifth Sedalia, MO	Mr. Joe Wasson	826-5316	Yes	10-15	6-12	Possibly
Phyllis's Beauty Shop	Cole Camp, MO	Ms. Phyllis Templeton	668-3750	Yes	6	9-12	No
Pittsburgh Corning	16th & Missouri Pacific Spur Sedalia, MO	Ms. Rita Kenney	826-4660	No	0	0	No
Post Office	205 N. Lafayette Marshall, MO	Mr. Weislocker	886-6200	Yes	25	7-9	No
Post Office	405 E. Fifth Sedalia, MO	Mr. Roy Hinton	826-8887	Yes	25-30	4-9	Possibly
Quality Body Shop	501 N. Park Sedalia, MO	Mr. Bill Utz	826-2126	Yes	1-10	8-12	No
Rainbow Radio & TV	Lincoln, MO	Mr. Rainbow	547-3317	Yes	4	9-12	No
Ramada Inn	3501 W. Broadway Sedalia, MO	Mr. Darrell Olsen	826-8400	Yes	15	5-12	Possibly
Reinhart Fajen, Inc.	Warsaw, MO	Ms. Eloise Atkins	438-5111	Yes	8-10	9-12	Possibly
Rest Haven Retirement Home	1800 S. Ingram Sedalia, MO		827-0845	Yes	10	1-9	Possibly
Retail Bakery	Sixth & Ohio Sedalia, MO	Mr. Mallory	826-6920	Yes	20	K-9	Possibly
Rick's Body Shop	R. R. #2 Sedalia, MO	Mr. Rick Geer	826-1157	Yes	25-30	7-12	No
Rival Manufacturing Co.	16th & Lamine Sedalia, MO	Mr. Jim Houchen	826-6600	Yes	15	4-12	Yes

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Rival Manufacturing Co.	Miller's Park Plaza Sedalia, MO	Ms. Nyra Price	827-3860	No	0	0	Yes
Rose & Buckner	72 N. Jefferson Marshall, MO	Mr. Bob Rose	886-2002	Yes	15-20	7-12	Yes
Russell Brothers	Marshall, MO	Mr. Casey Kotowiez	886-7340	No	0	7-12	Yes
Russell Brothers	214 S. Ohio Sedalia, MO	Mr. Bob Johnson	826-5154	Yes	1-10	8-12	No
Scott's Jewelry	East Highway 7 Marshall, MO	Mr. Scott	438-5700	No	0	0	Possibly
Sears	110 W. Third Sedalia, MO	Mr. Finis Galloway	826-6500	Yes	10	7-12	Yes
Sedalia Computer Service	210 E. 7th Sedalia, MO	Mr. Larry McRoy	827-1990	Yes	10-15	9-12	Yes
Sedalia Democrat-Capital	700 S. Massachusetts Sedalia, MO	Mr. Don Keller	826-1000	Yes	15	K-16	No
Sedalia Implement Co.	2205 S. Limit Sedalia, MO	Mr. John Joy	826-0466	Yes	15-25	7-12	Yes
Sedalia Memorial Airport	East Highway 50 Sedalia, MO	Mr. James Addas	826-9796	Yes	Small	K-14	Possibly
Sedalia Police Department	3rd & Osage Sedalia, MO	Mr. Bill Miller	826-0214	Yes	10-15	1-14	Yes
Sedalia Water Department	111 W. Fourth Sedalia, MO	Mr. C. H. Taylor	826-1234	Yes	15	6-9	Possibly
Sheriff's Department	Warsaw, MO	Mr. Bob Breshears	438-5252	No	0	0	No

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Paul Shinn Oil Company	RFD 3 Warsaw, MO	Mr. Paul Shinn	438-5013	No	0	0	No
Sho-Me Stables	State Fair Grounds Sedalia, MO	Ms. Elaine Knight	827-2243	Yes	5-10	K-12	No
Sound Shop	1716 W. Ninth Sedalia, MO	Mr. Al Reese	827-2223	Yes	20	K-12	Yes
Southwestern Bell Telephone	220 E. 5th St. Sedalia, MO	Mr. Bob Johnson	826-9800	Yes	25	K-12	Yes
Sowers' Horses	Callis Stables Sedalia, MO	Ms. Susan Sowers	827-1778	Yes	5-10	8-12	Yes
Stan's TV	P.O. Box 856, Rt. 2 Warsaw, MO	Mr. Stan Johnson	438-6859	No	1	9-10	Yes
State Fair Community College	1900 Clarendon Road Sedalia, MO	Mr. Fred Davis	826-7100	Yes Check with Betty Blackwell	5-10	9-12	Yes
State Fair Riding Academy	Route 3 Sedalia, MO	Ms. Faith Lovell	826-9767	Yes	1-5	8-12	No
T & O Phosphate	Hughesville, MO	Mr. Larry Owen	826-1813	No	0	0	No
The Craft Shop	318 S. Ohio Sedalia, MO	Mrs. Boatman	827-3041	Yes	15-20	5-12	Possibly
The Dog House	116 W. 16th Sedalia, MO	Mr. Antoine	827-1941	Yes	1-10	8-12	No
Third National Bank	301 S. Ohio Sedalia, MO	Mr. Bob McDonald	826-0611	Yes	30-40	6-9	Possibly
Town and Country Shoes	201 N. Missouri Sedalia, MO	Mr. Charles Rayl Mr. Ken Grott	826-4490	Yes	Small	K-12	Yes

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Tullis Hall Dairy Co.	541 E. Fifth Sedalia, MO	Mr. Funnell	826-3030	Yes	10	3-12	No
Tygart & Arth Body Shop	207 E. Belle Marshall, MO	Mr. Ray Arth	886-3033	Yes	25	7-8	Yes
Unitog	Warsaw, MO	Mr. Osborne McMillen	438-5117	Yes	Arr.	7-12	No
Verl's Amoco Service	1801 W. Broadway Sedalia, MO	Mr. Verl Schnepf	827-0040	Yes	1-10	8-12	No
Veterinary	Cole Camp, MO	Dr. Taylor	668-4523	No	0	0	No
Viebrocks Welding	Cole Camp, MO	Mr. Harold Viebrock	668-3233	Yes			No
Vogue Styles	22 Jefferson Marshall, MO	Mrs. Howell	886-6161	No	0	7-12	Yes
W-K Chevrolet Garage	Cole Camp, MO	Mr. Vern Dean	668-4421	Yes	4-6	9-12	Possibly
Walker Publishing Co.	2016 W. Main Sedalia, MO	Mr. Mark Kitch	826-8200	Yes	15	5-12	Yes
Warren Grocery	Green Ridge, MO	Mr. Warren	527-3317	No	0	0	No
Warsaw Auto Supply	Warsaw, MO	Mr. Stan Intelman	438-7321	Yes	Small	1-14	No
Warsaw Sewing Center	Warsaw, MO	Mr. Jerome Kelly Mr. Donald Prunty	438-6919	Yes	6	8-12	Possibly
Warsaw Veterinary Clinic	Warsaw, MO	Dr. N. V. Roff	438-7333	Yes	8	8-12	Yes
WESCEMO, Inc.	651 E. 14th Sedalia, MO	Mr. Steve Laslo	827-3760	No	0	8-12	Yes
Western Auto	Jefferson & Morgan Marshall, MO	Mr. Gerald Leach	886-6813	No	0	7-12	No
Wilken Music	Thompson Hills Sedalia, MO	Mr. Wilken	826-9356	Yes	10	4-12	Yes

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Williams Press	Cole Camp, MO	Mr. George Williams	668-4418 547-3911	Yes	4-6	9-12	Possibly
Wilson's Company, Inc.	Box 340 Marshall, MO	Mr. Don Nutten	886-5522	Possibly	12	7-12	Possibly
Wood & Huston Bank	27 North Street Marshall, MO	Mr. Mitchell	886-5575	Yes	25	7-9	Yes
Yeager's Cycle Sales	3001 S. Limit Sedalia, MO	Mr. Rick Yeager	826-2925	Yes	1-15	8-12	No
Yost Chevrolet	Odell Avenue Marshall, MO	Mr. Ken Yost	886-3348	No	0	7-12	Yes